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ABSTRACT

This publication is a collection of 201 activities designed to give students practice in developing and applying in meaningful real-life settings both basic academic skills in reading, writing, and computation, and the more advanced higher-order skills of problem solving, critical thinking, group interaction, and oral communication. These activities offer choices across many subject areas and across all the principal skill categories identified by the report of the Secretary's Commission on Achieving Necessary Skills (SCANS); the American Society of Training and Development's (ASTD) "Workplace Basics: The Essential Skills Employers Want"; and the Carl D. Perkins Vocational and Applied Technology Act Amendments of 1990. Each activity is designed to be used across all curriculum areas to ensure the flexibility needed in the workplace to meet a variety of new situations. Most activities are designed to be completed individually or in small groups. One assumption is that students will need to do research to complete some activities. Answers have been provided for the activities that have a specific correct answer. The projects are grouped into areas based on ASTD's skill areas: learning to learn; reading; writing; computation; oral communication; listening; creative thinking; problem solving; self-esteem; motivation/goal setting; employability/career development; interpersonal; teamwork; negotiations; organizational effectiveness; and leadership. They are also annotated with the Curriculum and Instructional Materials Center (CIMC) Basic Skill icons and enablers. An index cross-references the activities to basic skills. (YLB)

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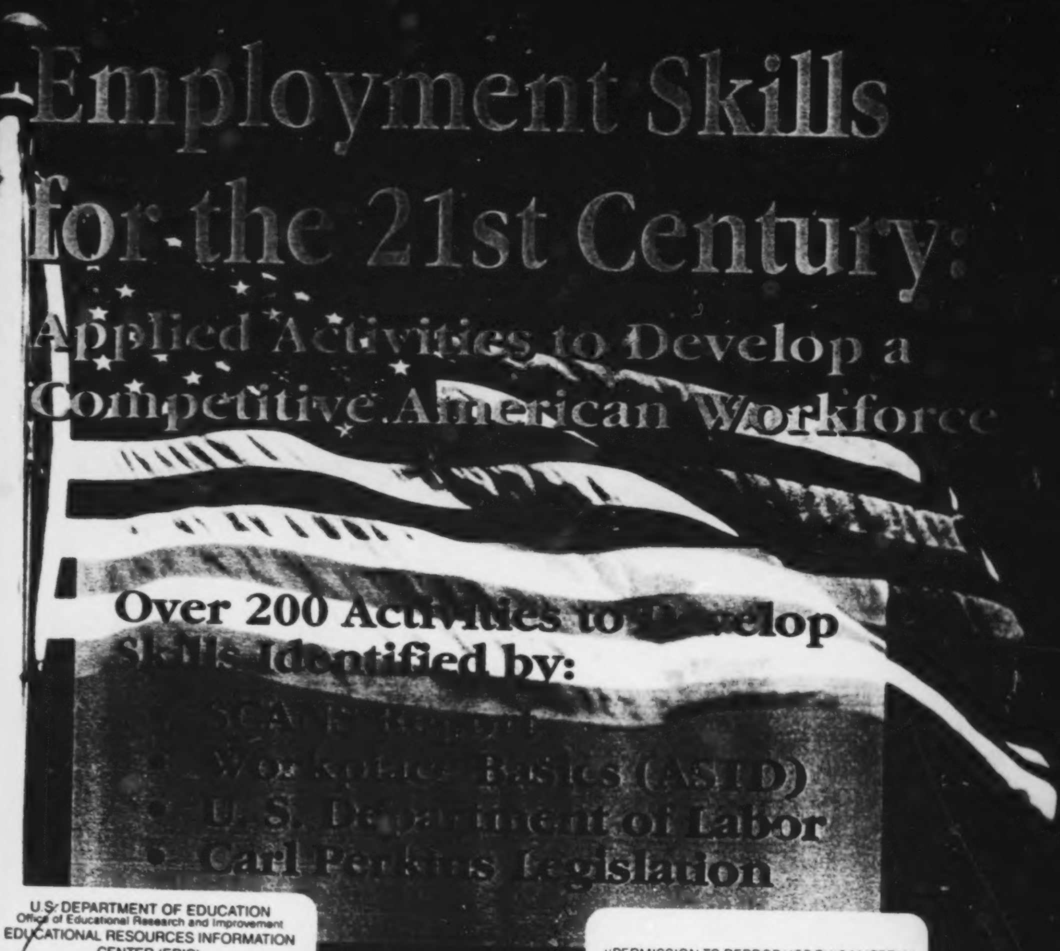

Employment Skills for the 21st Century:

Applied Activities to Develop a Competitive American Workforce

Over 200 Activities to Develop Skills Identified by:

- SCANS Report
- Workplace Basics (ASTD)
- U. S. Department of Labor
- Carl Perkins Legislation

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Oklahoma Department of
Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

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Employment Skills for the Twenty-first Century:

Applied Activities to Develop a Competitive American Workforce

Developed by the
Curriculum and Instructional Materials Center
for the Division of Health Occupations Education
Oklahoma Department of Vocational and Technical Education

94-010380

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PREFACE

> **"Between now and the year 2000, for the first time in history, a majority of all new jobs will require post secondary education. Many professions will require nearly a decade of study following high school, and even the least skilled jobs will require a command of reading, computing, and thinking that was once necessary only for the professions."**
>
> ***Workforce 2000: Work and Workers for***
> ***the 21st Century***
> **Executive Summary**
> **Hudson Institute for the U.S. Department of Labor**
> **1987**

There is no doubt that the requirements of the world of work—and the vocational education that prepares the nation's workforce—are changing. Today's employers in business and industry throughout the nation have delivered the message clearly to educators that vocational competence now requires increased strength in basic academic skills and in higher-order thinking skills.

Vocational education aims to prepare students for *good jobs.* The SCANS Report makes it clear that ". . . good jobs depend on people who can put knowledge to work." It further claims that we can prepare today's workforce for good jobs only if we realize that "new workers must be creative and responsible problem solvers and have the skills and attitudes on which employers can build. . . . Employers and employees share the belief that all workplaces must 'work smarter.'" (*What Work Requires of Schools: A SCANS Report for America 2000.* The Secretary's Commission on Achieving Necessary Skills (SCANS). U.S. Department of Labor, 1991).

National survival in the 21st century depends on a workforce that has both breadth and depth of skilling. As Anthony Carnevale points out, "With increased global competition, shifting technologies, learner management systems, and emphasis on quality and service, workers have to be skilled in a much broader range of competencies." (*Workplace Basics: The Essential Skills Employers Want*, by Anthony P. Carnevale, Liela J. Gainer, and Ann S. Weltzer. American Society of Training and Development (ASTD), 1990.)

Employers and employees of today and tomorrow must meet the challenges of global competitiveness, the implementation of Total Quality Management and the ISO 9000 standards, and the trend in downsizing and increased individual responsibilities. They must, indeed "work smarter," and vocational education must help to develop a workforce that can meet these challenges.

From around the nation, calls are going out for assistance in building new skills for American workers.

We hear from the National Alliance of Business that:

> "In addition to the traditional 'three R's,' business seeks young workers with the fourth 'R,' *workforce readiness,* which includes thinking, reasoning, analytical, creative, and problem-solving skills and behaviors such as reliability, responsibility, and responsiveness to change and to new work requirements."
>
> *The Fourth R: Workforce Readiness. A Guide to Business-Education Partnerships*
> National Alliance of Business, 1987

The American Society of Training and Development tells us that:

> ". . . for many American employers, the 'basic skills' repertoire has now expanded substantially to include skills like adaptability, thinking creatively, group effectiveness, and the most fundamental of all, learning how to learn. These skills, as well as reading, writing, computation . . . constitute 'workplace basics.'"
>
> *Workplace Basics: The Essential Skills Employers Want*
> Anthony P. Carnevale, Leila J. Gainer, and Ann S. Meltzer
> American Society of Training and Development (ASTD), 1990

The National Governors' Association reminds us that:

> "(New employees in all industries) . . . will be expected to operate integrated processes and sophisticated equipment. They will work in autonomous teams of co-equals without foremen. They will need to make decision quickly and solve problems independently of management hierarchy."
>
> "State Strategies for Manufacturing Modernization."
> Brian Bosworth, in
> *Excellence at Work: Policy Option Papers for the National Governors' Association,* 1992

In response to these new demands from business and industry, federal and state legislatures across the country are enacting laws setting stringent academic and higher-order thinking skill requirements for vocational education. State legislatures are increasing skills accountability for teachers and school administrators. On a national level, the Carl D. Perkins Vocational and Applied Technology Act Amendments of 1990 mandate the integration of "basic and more advanced academic skills" in vocational training.

This publication offers teachers a set of resources to help meet the new challenges in complying with legislative mandates and building a competitive American workforce for the 21st century. It is a collection of activities designed to give students practice in developing and *applying in meaningful real-life settings* both

- basic academic skills in reading, writing, and computation, and
- the more advanced higher-order skills of problem solving, critical thinking, group interaction, and oral communication.

These activities offer choices across many subject areas and across all the principal skill categories identified by the *SCANS Report* and the ASTD's *Workplace Basics: The Essential Skills Employers Want.*

We believe they are a valuable classroom resource for helping teachers build a fully skilled and competitive American workforce for the 21st century.

Suggestions for Use

The activities in *Employment Skills for the Twenty-first Century* were carefully chosen to provide students the opportunity to develop and apply the skills they will need to successfully compete in the tomorrow's workplace. Each activity is designed to be used across all curriculum areas because tomorrow's employee must be flexible enough to adapt to a variety of new situations. Even though some of the projects may seem to be based on a specific occupational area, the thinking and problem-solving skills required to complete each activity are applicable to all occupations. While some of the activities provide practice in the basic grammar and computation skills all people need to know, most activities are designed to develop a variety of thinking and problem-solving skills on a higher cognitive level.

It is assumed that the students will need to do research to complete some of the activities. Most are designed to be completed individually or in small groups. The students will benefit from working in groups because teamwork and cooperation are skills that will be valuable in any work situation. Many of the activities also suggest that the students discuss their responses with the class or in small groups. The oral communication and listening skills developed in these discussions will also be invaluable in tomorrow's workplace.

Answers have been provided for the activities that have a specific correct answer. No answers have been provided for the activities that have no correct answer. These activities should be evaluated to your satisfaction. This evaluation should be based primarily on the thought processes the students used to complete the activity. Sometimes the students' answers may not be the answer you would give; however, if the student has researched and prepared a well-thought-out response that he or she can defend and explain, credit should be given.

The projects have been grouped into areas based on Anthony Carnevale's skill areas. They are also annotated with CIMC's Basic Skill icons and enablers. An index cross-references the activities to CIMC Basic Skills.

This is to certify that the purchaser of
Employment Skills for the
Twenty-first Century
has permission from the
Oklahoma Department of
Vocational and Technical Education
to copy the activities for classroom use only.

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APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

1

Name ______________________________ Score ________

Complete a Reading Assignment Using a Reading Method

Using a method, or system, when you read can help you learn and remember what you read more effectively. An important part of most reading methods is taking notes or highlighting the important points. Taking good notes, or using a highlighter if it is your own book, will make it unnecessary to reread all the material when you are studying. It will help you review for a test because you will have already identified the important points.

Your instructor will give you a reading assignment that is related to the course. Follow the SQ3R reading method as you complete the assignment. The steps in this method are described below.

SQ3R Method

- **survey** — Examine the entire selection before you start to read. If there is a table of contents or an outline of the content, examine it carefully. The information found in these sections will give you a big clue about what is important in the selection. Pay particular attention to the chapter headings or main points in the outline. Look at any review questions. Become familiar with the organization of the selection before beginning to read.
- **question** — Identify or write a list of questions you want to answer as you read. The table of contents, outline, or review questions will help you identify the questions. Your teacher may also give you some questions to answer.
- **read** — Read the material. As you read, try to find the answers to the questions you identified. Take notes or highlight the important facts or the answers to the questions you asked.
- **recite** — After you have finished reading, repeat what you have read in your own words. You can do this aloud or to yourself. If you can't summarize what you have read in your own words, reread the selection, then repeat the step.
- **review** — Think about what you've read. Reread your notes or the highlighted material. Have you answered all the questions you identified? Can you summarize what you've read and learned? Do your notes make sense?

Reading Comprehension
- Gain factual information
- Distinguish fact, opinion and inference
- Recognize stereotyping and bias
- Recognize propaganda
- Analyze cause and effect
- Draw conclusions
- Make generalizations
- React to written material

Research and Reference
- Use in-book reference tools

Cognitive Activities
- Collect/record information
- Define a problem
- Analyze/synthesize information
- Draw conclusions

Reading Comprehension
- Gain factual information
- React to written material

Functional Reading
- Interpret forms and records

Functional Writing
- Complete forms and records

General Relating
- Identify personal values/attitudes

Teamwork/Cooperative
- Identify values/attitudes

Cognitive Activities
- Analyze/synthesize information

Name ______________________ Score __________

Evaluate Study Habits

This activity has no right or wrong answers and you will not receive a score. It is to be used to evaluate and assist you in studying more effectively.

	Yes	No
1. Is your notebook standard size (8 1/2 x 11) with looseleaf paper?	____	____
2. Do you keep the notes for one course separated from the notes for other courses?	____	____
3. Do you take notes in shorthand or use other abbreviations?	____	____
4. Do you use brief phrases rather than complete sentences for notes?	____	____
5. Do you spend a great deal of time sorting papers before beginning to study?	____	____
6. Do you use notes in studying for an examination?	____	____
7. Do you review notes of the previous class before studying the assigned lesson?	____	____
8. Do you recopy notes taken in class so that the notebook will be neat?	____	____
9. Do you usually participate in class discussion?	____	____
10. Do you volunteer to answer questions in class?	____	____

	Yes	No
11. Do you ask questions in class if you do not understand a point made in lecture?	____	____
12. Are you frequently late to class?	____	____
13. Do you frequently read your mail during class?	____	____
14. Are you frequently inattentive in class?	____	____
15. Do you sometimes write letters during a lecture?	____	____
16. Do you close your notebook, stack books, and get ready to leave before the bell rings for the end of class?	____	____
17. Do you take all permissible "cuts" from class?	____	____
18. Do you turn in written assignments after the date due?	____	____
19. Do you frequently whisper to your neighbors during class?	____	____
20. If you receive a failing grade on a test, do you discuss it with the teacher?	____	____
21. Do you spend more time on subjects you like than on subjects you dislike?	____	____
22. Do you close the window and door in your room while studying?	____	____
23. Do you study with music or a TV on?	____	____
24. Is there adequate light for study?	____	____
25. Do you make an effort to reduce environmental distractions?	____	____
26. Do you study while reclining on the bed or in an easy chair?	____	____
27. Do you usually enjoy attending classes?	____	____
28. Do you have any articles on your desk that distract you while you are studying?	____	____

	Yes	No
29. Can you get more done if you study in the library?	____	____
30. Do you frequently allow personal problems to interfere with your effort to study?	____	____
31. Are you familiar with the *Reader's Guide to Periodical Literature*?	____	____
32. Do you understand the card catalog or computer catalog system used in your library?	____	____
33. Do you resent having your work criticized?	____	____
34. Do you seek help without being told you need it?	____	____
35. Do you usually go to bed not later than 11 P.M.?	____	____
36. Do you plan time for outdoor exercise each day?	____	____
37. Do you usually get up early enough to allow time for breakfast?	____	____
38. Do you find you daydream when you should be studying?	____	____
39. Have you ever planned a schedule of activities for a day?	____	____
40. If you plan for study and work, do you follow such a daily plan?	____	____
41. Do you sometimes study early in the morning?	____	____
42. Do you always study at night?	____	____
43. Do you sometimes study in a free hour between classes?	____	____
44. Are you able to recognize the important points in an assigned lesson?	____	____

	Yes	No
45. Do you study charts, diagrams, and other illustrations in the lesson?		
46. Do you use the numbered subpoints, topic headings, or other chapter breakdowns as guides to learning?		
47. Do you try to include in your notes the statements stressed in lecture?		
48. Do you often argue with a teacher about examination questions marked wrong?		
49. Do you feel that your teacher grades unfairly?		
50. Do you often feel you know the lesson, then fail a quiz given in class?		
51. Do you usually read the lesson hurriedly then repeat for detail?		
52. Do you read the listing of topical outlines before reading the chapter?		
53. Do you turn topical headings into questions for study?		
54. Do you underline as a means of studying a lesson?		
55. Do you take brief, meaningful notes while studying?		
56. Do you study with intent to remember material studied?		
57. Is your handwriting illegible so that notes are hard to read?		
58. Do you review the previous lesson before studying the assigned one?		
59. If you "had it to do over," would you still choose the same course of study?		
60. Are you in this course of study primarily to please someone else?		

Yes No

61. Do you feel that too much study is required of beginning students? ____ ____

62. Is more emphasis placed on passing the test than on learning the subject material? ____ ____

Look at all the questions you answered and decide what your strengths are. List them below.

____

____

____

____

____

Look at all the questions you answered and decide what your weaknesses are. List them below.

____

____

____

____

____

List below ways you can improve your study skills and strengthen those weak areas.

____

____

____

____

____

Name ______________________ Score __________

Evaluate Your Techniques for Studying and Taking a Test

Answer the following questions about a test you studied for.

1. What was your grade on the test? ______________
2. How many days before the test did you begin studying?
   ____
3. How many hours a day did you study? ______________
4. How many total hours did you study? ______________
5. What is the hardest part of taking a test for you?
   ____
   ____
6. Describe your usual study procedure. How did you study for the test (from notes or from the book)? Did you write, speak, tape record material and play it back? How many times did you review the same material? Did you use proper health practices before you took the test (enough sleep, proper nutrition, etc.).
   ____
   ____
   ____
   ____
   ____
   ____
   ____

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint
- Use good speaking techniques

Listening
- Apply active listening skills

General Relating
- Apply information to life experiences

Cognitive Activities
- Analyze/synthesize information

7. List ways you can improve your study habits or use of time to do better on the next test.

8. Are there particular areas of the test you had more difficulty with? List ways to improve your next test of this type. Answers could include grammar or spelling review, improving note-taking, spend more time studying, etc.

9. Discuss different study methods and study ideas with the rest of the class. Make a list of possible study techniques.

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources
- Locate resources

Functional Reading
- Follow written instructions

Interactive Communication
- Conduct/receive interviews

Cognitive Activities
- Collect/record information

Name ______________________ Score __________

Investigate Community Services and Regulations

There are several things to consider when choosing a place to live. Even though a prospective homeowner may have found the "ideal" home or building site, it is important that he or she investigate local community services and building regulations before making the final purchase agreement.

☑ **NOTE:** Legal restrictions affecting building sites may be federal, state, or local laws. Cities, neighborhoods, and subdivisions can also set rules and regulations.

Through personal interviews and research of local regulations, investigate local zoning rules and community services.

City or community investigated: ______________________

Community Services	Available	Unavailable	Distance*
Adequate shopping facilities			
Banking facilities			
Educational facilities			
Hospital/healthcare/ medical facilities			
Job opportunities			
Police and fire protection			
Public transportation			
Recreation areas			
Religious options available			
Sanitary sewage disposal system			
Trash/garbage disposal			
Other			

* State "near" or "far" from available housing, if applicable.

Regulations

1. Explain local zoning regulations.

2. What restrictions are there on designs of buildings that can be constructed?

3. What restrictions does the city/neighborhood have on lot sizes or the piece of land on which a home is built?

4. Are there restrictions on the number and kinds of animals that can be kept in the city limits? If yes, describe them.

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources
- Locate resources

Functional Reading
- Follow written instructions

Operation and Calculation
- Calculate with whole numbers

Cognitive Activities
- Collect/record information

Functional Social Studies
- Practice responsible personal economics
- Analyze consumer issues

Name ______________________________ Score _________

Investigate Utility Fees and Deposits

Whether renting or buying a place to live, there will most likely be at least some utility fees and deposits required. If not budgeted for, the total may be quite surprising!

Contact local utility companies and obtain information on what a first-time customer might expect to pay in the way of fees and deposits.

Utility	Deposit	Additional Fees
Cable television (Basic service)		
Electrical power		
Garbage pick-up		
Gas or propane		
Sewage		
Telephone service		
Other		
Total		
Combined total		

Name ______________________________ Score __________

Gather Motor Vehicle Information From a Consumer Magazine

There are many magazines that provide consumers with information about various products. This information allows consumers to make wise and informed decisions on types and brands of items to purchase. Consumer magazines provide information about such things as safety, durability, price, and resale value of products.

Using consumer magazines and other resources suggested by your teacher, write a report about a new or imported motor vehicle you would like to buy. Report your findings in class. Justify your conclusion.

Reading Comprehension
- Gain factual information
- Distinguish fact, opinion and inference

Research and Reference
- Select useful resources
- Locate resources

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Compose reports

Oral Presentation
- Make informative presentations

Information Analysis
- Collect/record data

Social Studies Application
- Investigate/apply principles of economics

Functional Social Studies
- Analyze consumer issues

Name ______________________________ Score __________

Research a Current National Health Issue

In any newspaper, magazine, and TV or radio news report, you can see articles on major health issues. National health care and its cost is a major issue. Cancer research indicates that many substances produce carcinogenic chemicals. New methods of birth control for both men and women are being developed. Organ transplants are now a reality instead of a dream. New foods from plants are being developed. These are only a few of the issues we see, hear about, and read about each day.

Choose an issue that interests you. Research the information, using at least three different sources. Prepare a written report and oral presentation on the topic. Include how you feel about the issue or your solution to the problem.

Reading Comprehension
- Gain factual information
- Distinguish fact, opinion and inference

Research and Reference
- Select useful resources
- Use magazines and newspapers

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Research
- Take notes
- Create bibliography

Life Science
- Investigate health issues

Oral Presentation
- Make informative presentations
- Use good speaking techniques
- Adapt presentation to specific audience

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources
- Locate resources
- Find materials in library
- Use in-book reference tools

Name ______________________ Score __________

Use an Encyclopedia

Encyclopedias are useful when writing reports because they contain up-to-date information on many subjects. Most encyclopedias come in sets that are numbered or lettered to show where each volume belongs in the set. Information is in alphabetical order, but many sets also have an index, which makes it easy to find all related articles.

Look at the encyclopedias in your school library. You will probably find several different sets. Complete the following information for two different sets.

Part 1

1. Name of encyclopedia

   ____

   Publisher

   ____

   Copyright date ______________________

   How many volumes in set? ______________________

   Does set contain pictures or other illustrations? __________

2. Name of encyclopedia

   ____

   Publisher

   ____

   Copyright date ______________________

   How many volumes in set? ______________________

   Does set contain pictures or other illustrations? __________

Part 2

An encyclopedia holds the answers to thousands of questions—*if* you can find the article you are looking for. The first step in finding information is to choose the correct volume of the encyclopedia. On the spine of each volume, you will usually find a number and at least one letter. One volume might contain all the subjects that begin with *S* to *Sn*, such as *Science* or *Snowplow*. Another volume might contain all the subjects from *C* to *Ch*. The subject *Careers* would be in this volume, but *Code* would not.

Use a set of encyclopedias in the library or resource center to decide where you would find the subjects listed. In the blank before each subject, write the volume number you would use to find the subject.

Write the name of the encyclopedias used. ____________________

_____ 1. Diesel engines

_____ 2. Spain

_____ 3. Welding

_____ 4. Child care

_____ 5. Careers

_____ 6. Motorcycles

_____ 7. Marine engines

_____ 8. Building trades

_____ 9. Former President Reagan

_____ 10. Architecture

_____ 11. Oklahoma

_____ 12. Turbine

_____ 13. Language

_____ 14. Planets

_____ 15. Safety valve

_____ 16. Jigsaw

_____ 17. Insulation

_____ 18. Volcanoes

_____ 19. Roofing

_____ 20. Appliance

Part 3

Use an encyclopedia to answer the following questions.

1. What country first had plumbing?

   ____

2. What device is used to prevent sewer gas from entering a house?

   ____

3. In what years did plumbing begin to make advances in the modern world?

   ____

4. Why are good plumbing practices important in today's world?

   ____

   ____

5. Does your encyclopedia list other topics to research for more information about plumbing? ______________

6. If yes, write the names of the topics listed

   EXAMPLE: Sewage

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

7. List information about the encyclopedia you used for this assignment.

   Name of encyclopedia ______________________________

   Volume number or letter ______________________________

   Page number(s) ______________________________

   Year published ______________________________

Reading Comprehension
- Gain factual information

Research and Reference
- Locate resources
- Find materials in library
- Use in-book reference tools

Functional Reading
- Interpret graphics and symbols

Information Analysis
- Interpret maps/globes

Name ______________________ Score __________

Use an Atlas

An atlas is a book of maps. Every atlas has an index arranged in alphabetical order under such headings as *cities, rivers, countries*. The index will tell you on which page to look and the approximate place to look on the map to find information.

Part 1

Use an atlas to find the following information. Write the information in the blanks provided.

1. Find a map that shows the country in which you live.

   Name of country ______________________

   Name of atlas ______________________

   Page number of map ______________________

2. Find a relief map, showing rivers, mountain ranges, and deserts.

   Name of map ______________________

   Name of atlas ______________________

   Name two features such as a river or lake.

   a. ______________________

   b. ______________________

   Page number of map ______________________

3. In the atlas used for number 2, find a political map of Europe that shows boundaries between countries. Name three countries in Europe.

a. ______________________

b. ______________________

c. ______________________

Page number of map ______________________

Part 2

Use an atlas to fill in the blanks in the following imaginary trip.

I left the United States from New York on a spacious cruise ship. I had crossed the (1)__________ Ocean, and I landed at Cherbourg in (2)__________ (*country*). I drove along the coast to Le Harve. From there I was able to get a train east along the (3)__________ River, until I came to (4)__________ (*capital of France*). I got a car and headed southeast for Genoa in (5)__________ (*country*). I crossed the (6)____________ (*mountains*). From Genoa, I took another ship that sailed for two days through the (7)____________ Sea. I landed at Port Said, Egypt. I crossed the (8)____________ Peninsula into Israel. From Israel, I flew over the (9)____________ Ocean to Singapore. The last part of my trip took me to Honolulu. This city is the capital of (10)______________ (*state*). Then I sailed northeast from Honolulu, across the (11)______________ Ocean to the mainland of the United States. I passed through the (12)____________ Gate, went under theGolden Gate Bridge, and into the harbor of (13)______________ in California.

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

10

Reading Comprehension
- Gain factual information

Research and Reference
- Locate resources
- Use standard references
- Use in-book reference tools

Functional Reading
- Interpret abbreviations/acronyms

Name ______________________________ Score __________

Use a Dictionary

Part 1

Some people think that a dictionary is a book used only for finding word meanings or spelling. However, a dictionary shows syllables, pronunciations, verb forms, parts of speech, plurals, word origins, synonyms, and antonyms. Many dictionaries also contain lists of colleges and universities; punctuation, mechanics, and manuscript form; tables of weights and measures; and special signs and symbols.

The answers to the following can be found in the dictionary. Write your answers in the space provided.

1. Write the plural for cactus.

   ____

2. Write the correct spelling (conducter, conductor).

   ____

3. Write a synonym for *work*.

   ____

4. Write the part of speech for the word *engine*.

   ____

5. Write the number of syllables in the word *mechanical*.

   ____

6. Write the definition of the word *gimmick*.

   ____

   ____

7. Write the correct spelling (metel, metal).

____

8. Write the parts of speech given for the word *hostess.*

____

9. Write the number of syllables in the word *hydrometer.*

____

10. Write the plural for the word *datum.*

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

11

Reading Comprehension
- Gain factual information

Research and Reference
- Use standard references

Functional Reading
- Interpret graphics and symbols

Information Analysis
- Interpret graphical information
- Interpret maps/globes

Name ______________________________ Score __________

Use a Map to Identify Time Zones

The sun shines on different parts of the world at different times. Because of this, clocks in different places do not show the same time. Within the mainland United States, there are four different time zones. To complete this assignment, you will need a map of the United States that shows the four time zones.

1. What are the names of the four time zones?

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

2. Assume that it is 9 P.M. in California, and you want to call your grandfather in New York.

   What time will it be at your grandfather's house? __________

   Should you place the call? ______ Why? ______________

   ____

3. Assume it is 6 A.M. in Oklahoma.

   What time is it in New Mexico? ______________

   What time is it in southern Florida? ______________

4. Assume it is 9 A.M. in California.

   What time is it in Oklahoma? ______________

   What time is it in eastern Kentucky? ______________

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

12

Reading Comprehension
- Gain factual information

Research and Reference
- Locate resources
- Use standard references
- Use in-book reference tools

Name ______________________ Score __________

Use *The Reader's Guide to Periodical Literature*

Most schools and libraries have files containing several years of magazines that contain useful information. When called upon to prepare a report, students do not usually know the title of an article or which magazine an article may be in. *The Reader's Guide to Periodical Literature* lists magazine articles by author and subject.

Use the *Reader's Guide to Periodical Literature* in your library or school resource center. Find a magazine containing an article on each of the following subjects. Write information from the *Reader's Guide to Periodical Literature* about each topic given.

1. Mental Health and Wellness

   Name of article

   ____

   Author ______________________________

   Magazine ______________________________

   Date of magazine ______________________________

2. House-Building in the U.S.

   Name of article

   ____

   Author ______________________________

   Magazine ______________________________

   Date of magazine ______________________________

3. Automobiles

Name of article

____

Author __________________________________

Magazine ________________________________

Date of magazine ____________________________

4. Labor Unions

Name of article

____

Author __________________________________

Magazine ________________________________

Date of magazine ____________________________

5. Medical Research

Name of article

____

Author __________________________________

Magazine ________________________________

Date of magazine ____________________________

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY **13**

Reading Comprehension
- Gain factual information

Research and Reference
- Locate resources
- Find materials in library
- Use in-book reference tools

Name ______________________________ Score __________

Use a Biographical Dictionary

A biographical dictionary lists famous people, their dates of birth and death, and other important facts about them. The following are the names of some people who can be found in a biographical dictionary. Write the required information about each one.

1. Muhammad Ali

Full name ______________________________

Date born ______________________________

Date died ______________________________

Important facts ______________________________

____

____

____

____

2. George Meany

Full name ______________________________

Date born ______________________________

Date died ______________________________

Important facts ______________________________

____

____

____

____

3. John F. Kennedy

Full name ______________________________

Date born ______________________________

Date died ______________________________

Important facts ______________________________

____

____

____

____

4. Harry Truman

Full name ______________________________

Date born ______________________________

Date died ______________________________

Important facts ______________________________

____

____

____

____

5. Madam Marie Curie

Full name ______________________________

Date born ______________________________

Date died ______________________________

Important facts ______________________________

____

____

____

6. Louisa May Alcott

Full name ______________________________

Date born ______________________________

Date died ______________________________

Important facts ______________________________

____

____

____

____

7. Booker T. Washington

Full name ______________________________

Date born ______________________________

Date died ______________________________

Important facts ______________________________

____

____

____

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

14

Reading Comprehension
- Gain factual information

Research and Reference
- Locate resources
- Find materials in library
- Use in-book reference tools

Name ______________________________ Score __________

List Four Magazines Found in the Library

Because magazines are published on a certain time schedule (weekly, monthly, yearly), they are often called *periodicals.* Choose four magazines from your library. In the space provided below, write the name of the magazine, how often it is published, and the name of one article you might enjoy reading.

1. Name of magazine ______________________________
   How often published ______________________________
   Name of one article I might enjoy reading ______________
   ____

2. Name of magazine ______________________________
   How often published ______________________________
   Name of one article I might enjoy reading ______________
   ____

3. Name of magazine ______________________________
   How often published ______________________________
   Name of one article I might enjoy reading ______________
   ____

4. Name of magazine ______________________________
   How often published ______________________________
   Name of one article I might enjoy reading ______________
   ____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY 15

Reading Comprehension
- Gain factual information

Research and Reference
- Locate resources
- Find materials in library
- Use in-book reference tools

Name ______________________________ Score __________

Find Different Types of Reference Books

Visit a library or resource center. Find the section that contains reference books. You will find dictionaries and encyclopedias such as *World Book Encyclopedia, Compton's Encyclopedia, Webster's Dictionary,* and *Thorndike Dictionary* as well as many other types of reference books.

For each type of reference listed below, write the title, publisher, and year published on the lines given. This information can be found on the title page of the reference.

1. Dictionary

   Title ______________________________

   Publisher ______________________________

   Year Published ______________________________

2. Encyclopedia

   Title ______________________________

   Publisher ______________________________

   Year Published ______________________________

3. Almanac

   Title ______________________________

   Publisher ______________________________

   Year Published ______________________________

4. Atlas

   Title ______________________________

   Publisher ______________________________

   Year Published ______________________________

APPLIED
ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

16

Reading Comprehension
- Gain factual information

Research and Reference
- Locate resources
- Find materials in library
- Use in-book reference tools

Name ______________________ Score __________

Use a World Almanac

Your library may have several different almanacs. The index for an almanac will usually be in the front. Use it to find the information you need. Main headings are usually in boldface type and in alphabetical order.

Use the almanac to look up the answers to the following questions. Write your answers in the spaces provided.

1. Write the name of the almanac you are using.

   ____

2. What is the elevation and name of the highest mountain in the U.S.?

   ____

   Found on page ______________

3. Who won the Indy 500 in 1990?

   ____

   Found on page ______________

4. On what page can you find the official United States Post Office abbreviations for each of the states?

   ____

   What is the abbreviation for your state? ______________

5. What airport had the most incoming flights in the U.S. in 1990?

   ____

   Found on page ______________

APPLIED
ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

17

Reading Comprehension
- Gain factual information

Research and Reference
- Use standard references
- Use in-book reference

Functional Reading
- Interpret graphics and symbols
- Interpret abbreviations/acronyms

Information Analysis
- Interpret graphical information
- Interpret maps/globes

Name ______________________________ Score __________

Use a Telephone Directory

Anyone who has a telephone may have his or her name and address listed in the local telephone book. All the names in the telephone directory are listed alphabetically according to the person's *last* name. To complete Part 2, you will need a telephone directory with an area code map and listings.

Part 1

Skim over the following telephone listings to find the number and address of each person whose name is listed below. Write the information in the correct column. Try to write out the entire address without using abbreviations.

Finkel Jack 500 Ocean . . .	582-9030
Finley A 418 Miller Av	498-3678
Finn Loretta 175 Troy	222-3458
Finn Richard 245 15	378-0945
Finnan John J 534	465-7908
Finnegan Ed 39 Pine	688-9074
Finnerty Matt 18 Gelson Av	972-3405
Finnie D 2809 Wyckoff Cr . .	875-9043
Finno Mary 2061 58	777-2239
Finz Bernard 1750 Pitkin Ln	236-4578
Fiore Mary 1722 Union Blvd	788-4755
Fiorentino Sal 224 Green . .	566-7890
Fiorenza Ben 1542 81	798-3456
Fiorenzo Rose 94 Bay Pl . .	457-0987
Fiori Robert 64 16 Av	333-5688
Floribelo Goldi 364 93	667-9326
Fiquet Claude 124 E 33 . . .	940-8763
Fir Buff The 19 Quinlan Av .	822-3456
Fireman Sue 64 W 89	256-7444
Firestein H 172 W 1	224-9846
Firmin Richard 225 Loy . . .	677-8444
Firtle Bennett 524 56	335-0974

NAME	ADDRESS	TEL.NO.
1. Bernard Finz		
2. Robert Fiori		
3. A. Finley		
4. Rose Fiorenzo		
5. Bennett Firtle		
6. Mary Fiore		
7. H. Firestein		

8. Loretta Finn ____________ ____________
9. Claude Fiquet ____________ ____________
10. D. Finnie ____________ ____________

Part 2

To make a long-distance telephone call, you also need to know the area code of the city you are calling. Use the map found in a telephone directory to fill in the area codes of the cities and states listed below.

1. Tulsa, Oklahoma________
2. South Carolina ________
3. Columbus, Ohio ________
4. St. Louis, Missouri ______
5. Albany, New York ______
6. Houston, Texas ________
7. Mississippi ____________
8. Wyoming ____________
9. New Mexico ___________

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

18

Reading Comprehension
- Gain factual information
- React to written material

Research and Reference
- Use in-book reference tools

Functional Reading
- Interpret abbreviations/acronyms

Name ______________________________ Score __________

Find Listings in the Yellow Pages

The yellow pages in the telephone directory contain business listings and advertisements. Knowing how to use the yellow pages not only saves you time, but also provides answers to many questions: How late is the library open? What does such-and-such a store sell? Where can I rent a car?

Use the yellow pages in your local telephone directory to answer the following questions.

1. Under what page heading will you find the following yellow pages' listings?

   a. Doctors ______________________________

   b. Lawyers ______________________________

   c. Auto repair ______________________________

   d. Hair dressers ______________________________

   e. Video equipment ______________________________

   f. Supermarkets ______________________________

2. How many pizza restaurants are listed in your directory?

   ____

3. What is the name of one of your local banks?

   ____

   What are its hours? ______________________________

4. How many construction companies are listed in your directory?

____

What are some of the services they offer?

____

____

____

____

5. What is the number and address of the local tag agency?

____

6. Name two businesses that sell General Electric washers and dryers.

a. ______________________________

b. ______________________________

7. What are the numbers and addresses of two local employment agencies?

a. ______________________________

____

b. ______________________________

____

8. What is the number and address of the public library?

____

____

____

9. Under what heading did you find the library listing?

____

10. Name five other listings under that same heading.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

11. If the directory has an index to the Yellow Pages, on what page does it begin?

____

Did you use the index to the yellow pages to help you complete this assignment?

____

Reading Comprehension
- Gain factual information
- React to written material

Research and Reference
- Use in-book reference tools

Functional Reading
- Interpret abbreviations/acronyms

Name ______________________________ Score __________

Use the Telephone Directory Customer Guide Pages

Knowing how to use the customer guide pages in your telephone directory can save you time and money. The Customer Guide contains lists of emergency numbers, long-distance information, and many other useful items. These pages also list numbers for information operators and telephone repair services.

Use your local telephone directory to answer the following questions.

1. What surrounding area (cities and towns) does your directory include?

   ____

   ____

   ____

   ____

2. What number would you call for local directory assistance?

   ____

3. What number would you call for repair service?

   ____

4. Look at your directory's table of contents. On what page would you find:

   Billing and payment information ____________________

   Area codes ______________________________

   Local service options ________________________

5. What number should you call to establish new phone service?

   ____

6. List the options available to you in your area.

____

____

____

____

7. List the charges and exceptions for local directory assistance.

____

____

____

____

8. According to the rates listed in your phone book, which of the following is the *least* expensive time to place a long-distance call?

   a. Monday morning

   b. Sunday morning

   c. Friday at 4 P.M.

9. What are the two area codes for Oklahoma?

   a. ______________________________

   b. ______________________________

Reading Comprehension
- Gain factual information

Research and Reference
- Use standard references

Functional Reading
- Interpret forms and records
- Use content area vocabulary

Name ______________________ Score __________

Use a Newspaper Index

Finding information in the newspaper is easy if you know how to use the newspaper index, found on the front page of most newspapers.

Use the newspaper index printed below to find the section and page number(s) needed. Write the correct section and page number(s) in each blank.

Action Line	A 5
Advice Columns	D 5
Business, Oil	C 8-11
Classified Ads	F 2-9
Comics, Puzzles	F 10-11
Editorials	A 8
Entertainment	C 4-7
Horoscope	C 12
Living	D 1-16
Sports	E 2-8
TV Listing	C 4-7
Weather	A 4

____ 1. You are going on a picnic tomorrow and want to know what the weather will be like.

____ 2. You want to know what time tonight's TV "special" begins.

____ 3. You want to read the latest advice from the experts.

____ 4. You want to know whether or not your favorite team won last night's football game.

____ 5. You want to find a furnished apartment to rent.

____ 6. You would like to relax by working the daily crossword puzzle.

____ 7. You want to see if the editorial letter you wrote to the editor has been printed.

____ 8. You would like to take a date to the movies and need to find out what is playing and when the feature begins.

____ 9. You would like to find a recipe idea for an interesting supper dish.

____ 10. You are curious to see what the stars predict for your girlfriend, an Aquarius.

____ 11. You want to check how your cousin's new business is doing.

Reading Comprehension
- Gain factual information
- Recognize propaganda
- React to written material

Cognitive Activities
- Collect/record information
- Identify/analyze underlying assumptions
- Draw conclusions

Name ______________________________ Score __________

Use Newspaper Supermarket Ads as a Guide for Making a Shopping List

Part 1

You will need the grocery ads from a newspaper for this assignment. Find the ads for two to four supermarkets. Write a shopping list for groceries you think your family would need for one week. Then, using the ads, write the name of the store(s) where you plan to purchase specific items. Try to find the best buys of the week.

Recopy your list and the names of the stores in the space provided below.

Part 2

Compare the ads. Write the name of any product that appears in more than one ad. Write its advertised price. Try to determine if one store is consistently cheaper.

Product Name	Price at _____	Price at _____	Price at _____	Price at _____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

22

Research and Reference
- Select useful resources
- Use standard references

Name ______________________ Score __________

Match Reference Books to their Specific Contents

It is important that you look in the right reference book for the information you need. Match the following reference books to specific information found in each. Write the correct numbers in the blanks. Some blanks may contain more than one answer.

a. *Reader's Guide to Periodical Literature*

b. Atlas

c. Encyclopedia

d. World almanac

e. Dictionary

f. Biographical dictionary

____ Winner of 1990 World Series

____ John L. Lewis

____ Meaning of *combustible*

____ States that have a Springfield

____ Magazine articles on child care

____ Labor unions

____ General Philip Schuyler

____ Discussion of insects

____ World oceans

____ Map of the United States

____ Pronunciation of a word

____ Agricultural statistics

____ Distance from New York to Los Angeles

____ Discussion of dog breeds

____ Facts about Oklahoma

____ World soccer statistics

____ Spelling of a word

____ Articles about marriage and family

____ Another word for *clumsy*

____ Frederick A. Douglass

Name ______________________________ Score __________

Draw Lines and Objects to Specified Dimensions

Math Application
- Use English and metric measures

Functional Math
- Make measurements

In order to draw lines to specified dimensions, you must be able to read a rule accurately and use a rule to measure objects accurately. In this assignment you will be using one or more of the basic measuring tools to draw lines and objects to specified dimensions.

1. 2 1/4 inches
2. 3 3/4 inches
3. 4 1/2 inches
4. 1 1/8 inches
5. 2 5/8 inches
6. 4 3/8 inches
7. 5 7/8 inches
8. 2 1/16 inches
9. 4 5/16 inches
10. 5 9/16 inches
11. 3 15/16 inches
12. 5 3/4 inches
13. 1 3/16 inches
14. 2 7/16 inches
15. 1 9/16 inches
16. 3 3/8 inches

17. 4 11/16 inches

18. 2 13/16 inches

19. Draw a rectangle with a height of 1 7/8" and a length of 2 3/16".

20. Draw a triangle with a base length of 2 1/2", a height of 1 1/4", and one slope of 2 1/8".

Reading Comprehension
- Gain factual information
- Make generalizations

Research and Reference
- Use standard references

Functional Reading
- Interpret forms and records
- Use content area vocabulary

Name ______________________ Score __________

Select Television Programs From a Newspaper Television Guide

For this assignment you will need the weekly television guide from your local newspaper.

You mother is sick and tired of the same old shows night after night. She says that you cannot watch television unless you choose some educational shows to go along with the others. You may watch twelve hours of television this week. At least one-third of the shows you select must have educational value.

Decide on a definition for "educational value" and identify the types of shows that meet this definition. Using the newspaper television guide, write a list of shows you are going to watch and the times they are on. Circle the shows with educational value. Divide into small groups and compare your television lists. Decide on a group list to present to the class. Be ready to justify your choice of shows.

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APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

25

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Operation and Calculation
- Calculate with whole numbers

Data Analysis and Display
- Collect/record data

Cognitive Activities
- Draw conclusions

Name ______________________________ Score __________

Compare the Costs of Housing Needs and Wants

With housing costs increasing, it is important to carefully budget one's income when renting or buying a home. Deciding how much money to spend on housing is a personal choice that depends on individual needs, income, values, and priorities.

Read each of the following situations. Calculate the cost differences in housing *needs* and housing *wants*.

Part 1

Joe is a single, 22-year-old, full-time construction worker and part-time student. He has budgeted $400 to a maximum of $450 per month for rent. The new Willowbend Apartment Complex is close to his school and work site, provides 24-hour security, and has two vacancies.

Apartment A — Three bedroom apartment with dishwasher, washing machine and dryer, built-in microwave, located poolside. $450 per month

Apartment B — One bedroom apartment with no dishwasher, access to the apartment complex laundry facility, built-in microwave, located one building away from the swimming pool. $375 per month

1. Do both apartments provide for the basic human needs housing should meet? Explain your answer.

____

____

____

2. Which apartment may provide for "wants" that are not "needed" for adequate housing? Explain your answer.

____

____

____

3. How much financial difference per month is there in the two apartments? ______________________________

____

4. If Joe has to sign a 12-month lease, how much will a one-year lease cost?

Apartment A ______________________________

Apartment B ______________________________

5. Discuss in writing which apartment would be the better choice for Joe. Explain your reasons.

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Part 2

Margaret is single, a computer technician, and is looking to purchase her first home. The house she is considering costs $60,000. Unfortunately, it does not have all of the features she would like to have. How much will the following cost?

☑ **NOTE:** Use local newspaper advertisements, sales catalogs, and store prices to estimate these costs..

Item	Description	Cost
Dishwasher		
Washer/Dryer		
Garbage Disposal		
Electric Garage Door Opener		
Refrigerator with Ice Maker		
	Total Cost	

What is the total purchase amount Margaret could expect to spend to buy the house and the additional items she wants?

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

26

Reading Comprehension
- Gain factual information

Functional Reading
- Interpret forms and records

Functional Math
- Solve practical problems

Cognitive Activities
- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Evaluate results/outcomes

Name ______________________________ Score __________

Compare Grocery Store Prices

The consumer is constantly being exposed to many products at the marketplace. Thousands of items are stocked in large grocery stores. Most of these products were not even seen before World War II, and an average of 5,000 new products appear each year.

There are three types of grocery stores that provide food products and other services for consumers: major chain grocery stores, independently owned and operated grocery stores, and convenience stores. It is important for the consumer to compare prices among these stores to obtain the most for the dollar in the marketplace.

Part 1

Use the following product list to complete the chart comparing prices among three stores in your area. Use this information to answer the questions that follow.

☑ **NOTE:** Be sure to compare prices of similar brands, qualities, and quantities.

PRODUCT	PRICE: STORE #1	PRICE: STORE #2	PRICE: STORE #3	STORE # WITH LOWEST PRICE	STORE # WITH HIGHEST PRICE
Milk, whole fresh, 1/2 gal.					
Margarine 1 lb. pkg.					
Ground beef 1 lb.					
Round steak 1 lb.					
Peaches, 1 lb. can of sliced					
Hand soap 7 oz.					
Lettuce 1 head					

PRODUCT	PRICE: STORE #1	PRICE: STORE #2	PRICE: STORE #3	STORE # WITH LOWEST PRICE	STORE # WITH HIGHEST PRICE
Hot dogs, 12 oz. pkg.					
Eggs, 1 dozen med. size					
Orange juice, frozen, 6 oz.					
Chicken, cut up fryer, per pound					
Chicken, whole fryer, per pound					
Flour, 5 lb. all-purpose					
Green beans, French style, 16 oz. can					
Peanut butter 18 oz. jar					
Coffee, 1 lb.					
Waxed paper 25 sq. feet					

Part 2

1. Look at your chart and count the number of times each store is listed in the last two columns.

Lowest Prices		Highest Prices	
Store #1	____________	Store #1	____________
Store #2	____________	Store #2	____________
Store #3	____________	Store #3	____________

2. Which store had the most low prices? ____________

3. Which store had the most high prices? ____________

4. Which store would you select to shop at? ____________

5. Why would you make this decision? ______

______

______

______

Reading Comprehension
- Gain factual information

Functional Reading
- Interpret forms and records

Functional Math
- Solve practical problems

Cognitive Activities
- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Evaluate results/outcomes

Name ______________________________ Score __________

Compare Costs of Available Meat Forms

☑ **NOTE:** Meat prices will vary according to the season of the year as well as the seasonal supply.

At least 1/3 of each food dollar spent at the supermarket is spent on meats, meat substitutes, and foods containing meats. In order that consumers get the most for their money, it is essential to compare prices of different meat forms.

Complete the following assignment by visiting a local supermarket or using advertisements or other available resources.

MEAT TYPE	FORM	SIZE	TOTAL PRICE	PRICE PER POUND
Chicken	Fresh whole			
	Fresh parts			
	Frozen			
	Precooked frozen			
	Frozen battered			
	Canned			
	Prepared food containing chicken			
	Other			
	Other			

MEAT TYPE	FORM	SIZE	TOTAL PRICE	PRICE PER POUND
Pork sausage	Fresh			
	Link			
	Frozen patties			
	Precooked			
	Bulk, plastic wrapped			
	Prepared food containing sausage			
	Other			
	Other			
Fish	Fresh			
	Frozen			
	Frozen battered			
	Canned			
	Prepared food containing fish			
	Other			
	Other			
Beef round steak	Fresh			
	Frozen			
	Frozen battered			
	Prepared food containing beef round steak			
	Other			
	Other			

1. Considering information obtained from the chart, which form of each meat type was the least expensive per pound?

   a. Chicken ______________________________

   b. Pork sausage ______________________________

   c. Shrimp ______________________________

   d. Beef round steak ______________________________

2. Which meat forms were most expensive per pound?

   a. Chicken ______________________________

   b. Pork sausage ______________________________

   c. Shrimp ______________________________

   d. Beef round steak ______________________________

3. From which one meat form would you most likely get the most servings per pound?

   ____

   ____

Reading Comprehension
- Gain factual information

Functional Reading
- Interpret forms and records

Functional Math
- Solve practical problems

Cognitive Activities
- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Evaluate results/outcomes

Name ______________________________ Score __________

Compare Costs of Available Pastry Forms

Consumers consider many factors in deciding whether to buy commercially prepared products or to prepare food at home. Since pastry and pastry products are available for purchase in many forms, it is necessary to determine the value of your time as well as the value of your dollar in the marketplace. Complete the following assignment by visiting a local supermarket, restaurant, bakery, or by using advertisements or other available resources. Complete the following assignment by visiting a local supermarket or using advertisements or other available resources.

PASTRY TYPE	FORM	NUMBER OF ITEMS PER PACKAGE	TOTAL PRICE	UNIT PRICE
Plain pastry crust	Frozen ready-to-bake crust			
	Piecrust mix			
	Piecrust sticks			
	Homemade			
	Other			
	Other			
Graham cracker crust	Frozen ready-to-bake crust			
	No-bake piecrust mix			
	No-bake piecrust			
	Homemade			
	Other			
	Other			

PASTRY TYPE PRODUCT	FORM	TOTAL PRICE
Fruit pie ☑ **NOTE:** Select one fruit type and compare prices of different forms.	Homemade using fresh fruit	
	Homemade using frozen fruit	
	Homemade using canned fruit	
	Homemade using canned prepared fruit filling	
	Frozen prepared pie	
	Other	
	Other	
Cream pie	Homemade using prepared frozen piecrust, pie filling mix, and prepared topping	
	Homemade using no convenience products	
	Frozen prepared pie	
	Other	
	Other	

PASTRY TYPE	FORM	NUMBER OF ITEMS PER PACKAGE	TOTAL PRICE	UNIT PRICE
Purchased variety pastry products	Turnover			
	Tart			
	Cobbler			
	Meat pie			
	Other			
	Other			

Considering the information obtained as well as the time needed to prepare, the number of servings, product quality, and unit price, which pastry forms would you select for the following pastry types? Why would you make these selections?

1. Plain pastry crust ________________ Why? ____________

____

____

____

2. Graham cracker crust ______________ Why?____________

____

____

____

3. Fruit pie ________________________ Why? ____________

____

____

____

4. Cream pie ________________________ Why?____________

____

____

____

5. Variety pastry product ________________ Why? _______________

____

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____

Reading Comprehension
- Gain factual information
- Draw conclusions

Research and Reference
- Select useful resources

Language
- State ideas clearly

Functional Social Studies
- Select/use sources of information on current events
- Analyze current events

Name ______________________ Score __________

Read a News Article

Use a newspaper to complete this assignment.

1. Select a news article for each of these areas and write the headline of the article.

   a. Local ______________________

   ____

   b. State ______________________

   ____

   c. National ______________________

   ____

   d. World ______________________

   ____

2. Read the articles to find the five w's and the h.

   a. Local

   - Who ______________________
   - What ______________________
   - When ______________________
   - Where ______________________
   - Why ______________________
   - How ______________________

b. State

- Who ____________________
- What ____________________
- When ____________________
- Where ____________________
- Why ____________________
- How ____________________

c. National

- Who ____________________
- What ____________________
- When ____________________
- Where ____________________
- Why ____________________
- How ____________________

d. World

- Who ____________________
- What ____________________
- When ____________________
- Where ____________________
- Why ____________________
- How ____________________

Reading Comprehension
- Gain factual information

Functional Reading
- Interpret forms and records
- Follow written instructions

Functional Social Studies
- Practice responsible personal economics
- Prepare a personal budget
- Analyze consumer issues

Name ______________________________ Score ________

Interpret a Lease

A lease is a written agreement between a landlord and tenant. A written lease, which is dated and signed by both parties, is a *legal document* that binds the landlord and the tenant to the terms stated in the agreement.

☑ **NOTE:** Before signing any lease it is important to have read the lease and to have a clear understanding of the terms of the lease.

Read the sample lease and interpret it by answering the following questions. Use information from the library, resource center, or textbook to assist in the interpretation, if needed.

1. How much is the monthly rent?

   ____

2. When is the rent due?

   ____

3. What happens if the rent is late?

   ____

4. How much is the security deposit?

   ____

5. Will the security deposit be returned?

   ____

   ____

6. When may the landlord enter the apartment? ____________

   ____

   ____

7. Under what conditions are pets allowed?

____

____

8. Who is responsible for utility bills?

____

____

9. When does the lease expire?

____

10. How many days notice must be given before vacating the apartment?

____

____

Sample Lease

Address	100 West 1st Street
Monthly rent	$550.00
Number in family	Adults 2 Children 1
Present address	520-A Eastern Apartments
Phone	555-0000
Present landlord	Mrs. Betty Jones
Phone	555-1000

EMPLOYMENT

Applicant's employer	Bob's Service Station
Employer's address	600 9th Street
Phone	555-1111
How long has applicant worked here?	2 years

REFERENCES

Credit reference (bank or other)	Hometown Bank
Phone	555-5555
Character reference	Mr. Jack Longsdon
Phone	555-1110
In case of emergency contact	Mary Jo Dean
Phone	555-0555

I agree to pay $550 per month rent, and understand it is to be paid on the first day of each month. I understand there is a 10 percent penalty for late payment of rent after 5 days.

I agree to keep the premises in good and clean condition. I will be responsible for any damage to property or appliances unless caused by an act of nature.

I will occupy the premises for at least 12 months, or forfeit the security deposit. I agree to give 30 days' notice before vacating the apartment.

I agree to be responsible for all utility fees and deposits.

I understand that no pets are allowed in or on the premises.

I give the landlord permission to enter the property in the event of an emergency.

The security deposit of $275 will be returned by the owner to the tenant within 30 days of vacating the premises if the apartment is left in good condition at the end of the 12 month lease agreement period.

Monthly rent $550

Security deposit $275

Signed ______________________ Signed ______________________

Applicant's Signature *Landlord's Signature*

NOT A LEGAL DOCUMENT

Name ______________________ Score __________

Interpret Advertisements for Housing

Newspapers often advertise local available housing in the real estate section of the classified advertisements. The advertisements generally give helpful information to the reader, but use abbreviations to save space. To avoid wasting time looking at homes you are not interested in, you must learn to read and understand the abbreviations.

Interpret the following advertisements. Rewrite the complete advertisement in the space provided.

1. Lux 1br townhouse, 1 ba, FP, W/D. $420/mo. +util. Refs req, appt only. 555-5555.

2. Rural 3br/2gar house. Avail 1-15. C/A, C/fan, FP, appl incl. $300 mo. +util, dep. Refs req. 555-0000 after 6pm.

3. 2br, 1 1/2ba apt. Furn. Avail 3-1. $250mo + dep. 11111 W. 1st. 555-1111.

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary
- Interpret abbreviations/ acronyms

4. Must sell beautiful 2000 SF home. 4br, 3ba, 2gar, FP, C/A, appl incl. $89,000. Ford Realty 555-5555.

5. Lovely home w/new inground pool, 1700 SF, 3br, 2 ba, 1gar. Southwoods Schools. Appt only. $74,500. Realty World 555-0000.

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

32

Language
- State ideas clearly

Composition
- Proofread and edit

Functional Writing
- Complete forms and records

Cognitive Activities
- Create a finished product

Name ______________________________ Score __________

Use Classified Ads to Identify Job Opportunities

For the following assignment, look up help wanted ads in the classified ads section of a newspaper. Choose *three* jobs for which you feel you are qualified.

Clip the ads and tape them below. Below each, write your qualifications for the job.

1.

____

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2.

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3.

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APPLIED
ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

33

Reading Comprehension
- Gain factual information
- Make generalizations

Research and Reference
- Use standard references

Functional Reading
- Use content area vocabulary

Name ______________________________ Score __________

Find Helpful Hints in the Newspaper

You will need a newspaper for this assignment. Find *four* helpful hints in your newspaper. Try to find one each for household chores, child care, building or remodeling, and engine repair.

Clip out the hints and tape them below. Label each "Child Care," "Household Chore," and so forth.

1. ____

2. ____

3. ______________________________

4. ______________________________

Reading Comprehension
- Gain factual information
- Make generalizations

Research and Reference
- Use standard references

Functional Reading
- Interpret forms and records
- Use content area vocabulary

Name ______________________________ Score __________

Use a Newspaper to Find Garage Sales

You will need a newspaper for this assignment. Find the garage sales in the classified ads section. Write the times and addresses of all those that mention tools for sale. If none mention tools, choose another item.

List five sale times and addresses.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

35

Functional Reading
- Interpret abbreviations/acronyms

Language
- Use standard grammar, spelling, and capitalization

Composition
- Use complete sentences

Math Application

- Use English and metric measures

Name ________________________ Score __________

Write Metric and Standard Abbreviations

Write the correct abbreviation for each boldface word in the blank that follows it.

1. A **centimeter** ______ is shorter than an **inch** ______.
2. The British measure distance by **kilometers** ______, but in the United States we measure by the **mile** ______.
3. A **decameter** ______ is ten meters, but a **yard** ______ is three **feet** ______.
4. Carpenters measure in **board feet** ______ and **cord feet**; _____ but scientists measure in **millimeters** ______, **grams** ______, **liters** ______, and **cubic centimeters** ______.
5. Gas that is piped into this house will be sold by **cubic feet** ______.

Use each boldface word in a sentence. Then write its abbreviation at the end of the sentence. More than one word may be used in a sentence.

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

36

Functional Reading
- Interpret abbreviations/acronyms

Language
- Use standard grammar, spelling, and capitalization

Composition
- Use complete sentences

Name ______________________________ Score __________

Write the Abbreviation for Words Used in Addresses

Match words used in addresses to their correct abbreviations. Write the correct abbreviations in the blanks.

1. Street ________________
2. Avenue ________________
3. Boulevard ________________
4. Road ________________
5. Lane ________________
6. Drive ________________
7. Court ________________
8. Rural route ________________
9. Rural free delivery ________________
10. Route ________________
11. Post office box ________________
12. Write sentences using each of the words above. Write the abbreviation at the end of the sentence. More than one word may be used in a sentence.

Functional Reading
- Interpret abbreviations/acronyms

Language
- Use standard grammar, spelling, and capitalization

Composition
- Use complete sentences

Name ______________________________ Score __________

Write Abbreviations for Standard Liquid and Dry Measurements

Write the correct abbreviation for each boldface word in the blank that follows it.

1. The recipe called for a **teaspoon** ______ of soda.
2. The cook used one **tablespoon** ______ instead.
3. Our class canned **pint** ______ jars of jelly today.
4. The science teacher said **quart** ______ jars were too large for this project.
5. We borrowed a **gallon** ______ jar from the cafeteria.
6. The candy weighed only one **ounce** ______.
7. A **pound** ______ of chocolate is too much.
8. Potatoes may be bought by the **bushel** _____, **peck** ______, or **pound** ______.
9. This recipe calls for one-half **dozen** ______ eggs.
10. A **gross** ______ is equal to twelve **dozen** ______.

Use each boldface word in a sentence. Then write its abbreviation at the end of the sentence. More than one word may be used in a sentence.

____

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____

Functional Reading
- Interpret abbreviations/acronyms

Language
- Use standard grammar, spelling, and capitalization

Name ____________________ Score ________

Write Abbreviations for Names of Months and Days

1. Write abbreviations for months of the year and days of the week.

January ____________
February ____________
March ____________
April ____________
May ____________
June ____________
July ____________
August ____________
September ____________
October ____________
November ____________
December ____________

Sunday ____________
Monday ____________
Tuesday ____________
Wednesday ____________
Thursday ____________
Friday ____________
Saturday ____________

2. Write the name of the month or day of the week and its abbreviation in the blank.

a. Christmas is in the month of ____________.

b. Most schools are closed on ____________ and ____________ each week.

c. The three months of summer are ____________, ____________, and ____________.

d. Martin Luther King's birthday is in the month of

_______________.

e. Valentine's Day is _______________ 14.

f. Thanksgiving is celebrated in _______________.

g. The five days most schools are opened are

_______________, _______________, _______________,

_______________, and _______________.

h. Labor Day is the first Monday in _______________.

i. Halloween is the last day of _______________.

j. St. Patrick's Day is in _______________.

k. Some people play tricks and jokes on friends on the first

day of _______________.

l. Memorial Day is celebrated in _______________.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Proofread and edit

Name ______________________ Score __________

Write Commas in Sentences That List Items in a Series

Part 1

Use commas to separate items in a series. Write commas in the following sentences to separate items written in a series.

EXAMPLE: Please don't talk, chew gum, or take pictures during this performance.

1. You will be required to read short stories plays poems and essays.
2. We painted the house put up the walls poured the concrete and plastered the rooms.
3. I did not know where you were how you were or when you would return.
4. I bought material thread pins needles and patterns for my home economics project.
5. Sara Kim Sandy Peggy and I baked the chicken for the banquet.
6. Jefferson played baseball football and basketball.
7. Mother bakes custards pies cakes and cookies.
8. I bought spark plugs air filters gasoline filters and jumper cables for the auto mechanics class.
9. Pine trees produce lumber charcoal creosote turpentine and rosin.
10. Iced tea juice lemonade and punch were taken on the picnic.

Part 2

Write your own sentences containing items written in a series. Separate those items with a comma.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

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5. ______________________________

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6. ______________________________

____

7. ______________________________

____

8. ______________________________

____

9. ______________________________

____

10. ______________________________

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

40

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Proofread and edit

Name ______________________ Score __________

Write Commas in Compound Sentences Joined by Conjunction

Part 1

Always use a comma before a conjunction that joins independent clauses in a compound sentence. Write commas before the conjunctions in the following sentences.

EXAMPLE: I enjoy working with my hands, and you enjoy working with your head.

1. Ralph must have passed this way but I did not see him.
2. I will go to town to get the supplies but I will not pay for them.
3. She threw the burned cake into the garbage can and her mother helped her bake another cake.
4. All of us went to math class but Jerry went to the gym.
5. The stream beds that had been dry came to life and the soil became green with grass and bright with flowers.
6. The rivers rose with water and the waters flooded the town.
7. Brian changed the oil and Carl washed the car.
8. Either the gift was lost in the mail or she has forgotten to thank me.
9. He did not come to my birthday party nor did he bother to answer the invitation.
10. Circular saws are made in a large variety of types and they come in many different sizes.
11. A compass is an instrument used for drawing circles and a T-square is an instrument used to draw straight lines.
12. Sally went to the play but Jane went to a movie.

Part 2

Write your own compound sentences. Write the comma in the correct position.

1. ____________________

____

2. ____________________

____

3. ____________________

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4. ____________________

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5. ____________________

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6. ____________________

____

7. ____________________

____

8. ____________________

____

9. ____________________

____

10. ____________________

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

41

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Proofread and edit

Name ______________________________ Score __________

Write Commas in Sentences Containing Single-Word Introductory Words

Part 1

Single introductory words such as *well, yes, no, why, therefore, also,* and *so* need to be set off with a comma when they introduce a sentence. Write commas after introductory words in the following sentences.

EXAMPLE: Also, you must remember to put away all tools and equipment.

1. Well I tried to paint the rafters.
2. No I am not going to the party.
3. Yes I bought the supplies for our project.
4. So I will be glad to help you.
5. Why I didn't know she was involved in a car wreck.
6. Also I have not answered her letter.
7. Why surely you haven't forgotten already.
8. Therefore falcons can be trained to become hunters.
9. Yes a sawhorse is two feet high.
10. Well I hope I pass the test.

Part 2

Write your own sentences containing the introductory words *well, yes, no, why, therefore, also,* and *so.* Relate your sentences to a hobby or interest of yours.

1. ____

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

6. ______________________________

____

7. ______________________________

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

42

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Proofread and edit

Name ____________________ Score __________

Write Commas in Sentence Containing Appositives

Part 1

Use a comma before and after an appositive. Write commas before and after the appositives in the following sentences.

EXAMPLE: My father, a young-looking man, turned seventy-eight yesterday.

1. My brother the thinker in our family enrolled in physics and chemistry.
2. The Crosstown Reunion a big annual picnic was held one night last week.
3. The house a large mansion was built in 1890.
4. John one of our scientific geniuses blew the fuses on the lights.
5. A truck one carrying 4 tons of gravel tipped over on the bridge.
6. Chisels especially those carried on construction jobs are quite short.
7. Fritz a skilled welder did this work.
8. Tennis a lively game is fun to play.
9. Rita an extremely talented girl won first prize at our school.
10. Snorky my little cocker spaniel barked at our neighbor's cat.

Part 2

Write sentences in which you use the following words as appositives. Be sure to place commas where they are needed.

1. my neighbor ____________________

____

2. the teacher ____________________

3. our high school ____________________

4. history class ____________________

5. cooking class ____________________

6. the maintenance crew ____________________

7. my hobby ____________________

8. cars and trucks ____________________

9. school events ____________________

10. hammers ____________________

APPLIED ACTIVITIES | ***EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY*** | **43**

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Proofread and edit

Name ______________________________ Score __________

Write Commas in Sentences Containing Parenthetical Expressions

Part 1

Use a comma before and after a parenthetical expression. Write commas before and after the parenthetical expressions in the following sentences.

EXAMPLE: Comma rules, according to my teacher, are easy to remember.

1. Mules in my opinion are not stupid at all.
2. Some squirrels for example can glide from one tree to another.
3. Family living I think is an enjoyable class to take while in high school.
4. Summer in my opinion is the season of the year that people enjoy most.
5. My dad of course will let me go to summer camp.
6. He did not in fact keep his promise.
7. My grades for example will improve this year.
8. My father on the other hand is an authority on fishing.
9. Every high school girl I am sure likes to talk on the telephone.
10. It was Dad I believe that set the time limit.

Part 2

Write your own sentences containing parenthetical expressions. Be sure to write a comma before and after each expression.

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APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

44

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Proofread and edit

Name ______________________________ Score __________

Write Commas in Sentences Containing Dates and Addresses

Part 1

Use a comma before each part of a date or address consisting of two or more parts when written in a sentence.

EXAMPLE: My brother lives at 33 Laurel Lane, Warren, Rhode Island 14802.
The Declaration of Independence was signed on July 4, 1776, in Philadelphia, Pennsylvania.

1. My mailing address is 601 N.W. J Street Stilwell Oklahoma.
2. Gladys mailed the letter on May 10 1981 from New York; it did not arrive in Los Angeles until July 3 1982.
3. Sheila lives on Mimosa Drive, but Kathy lives at 1011 Jay Street Perry Oklahoma 73077.
4. The package from San Jose California was sent January 12 1980.
5. The letter addressed to 1425 Yucca Street was forwarded to Austin Texas after a delay of several days.
6. Mr. Cummings may be reached at 4350 Meadow Brook Road Keota Oklahoma or at 6350 Janson Street Miami Florida.
7. Timothy wrote a letter to the General Electric Company Schenectady New York to obtain information about small engines.
8. Free information about pipe fitting jobs can be obtained from L.S. Starrett Company Crescent Street Athol Massachusetts 01331.
9. On November 7 1907 Oklahoma became a state.
10. Guthrie Oklahoma was the first capital of the state.

Part 2

Write ten sentences containing the addresses of your friends, your teachers, and local businesses or important dates such as birthdays or graduation. Be sure the write commas in the correct places.

1. ______________________________
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2. ______________________________
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3. ______________________________
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4. ______________________________
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5. ______________________________
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6. ______________________________
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7. ______________________________
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8. ______________________________
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9. ______________________________
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10. ______________________________
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Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Proofread and edit

Name ______________________ Score __________

Write Commas after the Greeting and Closing of a Letter

Part 1

Use a comma after the greeting and the closing of a friendly letter. Write a comma in the correct place for each of the following letter greetings and closings.

EXAMPLE: Dear John,

1. Dear Sis
2. Sincerely yours
3. My dearest friend
4. Truly yours
5. With best wishes
6. Dear Uncle Harry
7. Hi Aunt Alice
8. Sincerely
9. Dear Sara
10. Respectfully

Part 2

Write a brief letter to a friend or relative. Be sure to write all commas in their correct places.

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

46

Language

- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition

- Proofread and edit

Name ________________________________ Score __________

Write Commas in Sentences that Contain Names Followed by Abbreviated Titles

Use a comma before and after abbreviated titles within sentences. In the following sentences, write commas after names followed by abbreviated titles.

EXAMPLE: Jed Wilson, Ph.D., is my advisor.

1. The letter was signed Joanna H. Smithson M.D.
2. Allen Davis Ph.D. graduated with top honors.
3. Mike Craig Sr. was elected the new president of the Rotary Club.
4. Bill Watkins Jr. was nominated for the office of president of our future Farmers of America chapter.
5. The class was taught by Bill Hammons Sr.
6. The bill was paid by Carol Ferrara M.D.
7. Cards were sent to Mr. R.J. Crakenberry Esq.
8. Martin Luther King Jr. was a leader for civil rights.
9. My dentist's name is Dr. Tom Waters D.D.S.
10. Sally wanted to date Ray Bailey Jr.

APPLIED
ACTIVITIES

EMPLOYMENT SKILLS
FOR THE TWENTY-FIRST CENTURY

47

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Proofread and edit

Name ______________________________ Score __________

Write Commas in Sentences Containing Words in Direct Address

Part 1

Use commas to set off words in direct address. Write commas to set off the words in direct address in the following sentences.

EXAMPLE: Jenks, will you hold this piece of lumber in place, please?

1. Bob will you buy some new hammers for our carpentry class?
2. That program Janice has been changed.
3. Ms. Nelson may I leave class early?
4. Please answer the telephone Barbara.
5. Linda why did you call the telephone business office?
6. Anderson the pictures were drawn by my great-grandfather.
7. Do you remember Patty the date that Pearl Harbor was bombed?
8. Mr. President I move that we adjourn our meeting.
9. What is the answer to this question Anna?
10. Teresa please rework this unit of writing.

Part 2

Write your own sentences containing words in direct address. Be sure to write commas in the correct places.

1. ____

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2. ____

3. ____________________

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4. ____________________

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5. ____________________

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Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Proofread and edit

Name ______________________________ Score __________

Write Commas in Sentences Containing Introductory Groups

Part 1

Use commas after introductory word groups that come before the main sentence. Write commas after the introductory word groups in the following sentences.

EXAMPLE: When I was a little girl, I enjoyed catching snakes.

1. During the thunderstorm lightning hit our garage.
2. After a good night's sleep I felt peppy.
3. Because I enjoy school I never miss a class.
4. Although she likes candy she never eats chocolates.
5. On a clear day the ranger can see four states from the tower.
6. If I were the principal I would allow all students one hour for lunch.
7. When the ice storm came our power went off.
8. At the age of ten I won the top 4-H award.
9. As the librarian looked over his records he discovered that one book was ten years overdue.
10. Behind the enormous desk six-foot Mr. Toby looked very small.

PART 2

Write your own sentences containing introductory word groups. Be sure to write a comma after each introductory word group.

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2. ______________________________

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3. ______________________________

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4. ______________________________

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5. ______________________________

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6. ______________________________

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7. ______________________________

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8. ______________________________

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9. ______________________________

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10. ______________________________

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APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

49

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Proofread and edit

Name ______________________________ Score __________

Choose the Correct Adjective or Adverb

Read the following sentences, and then draw a line under the correct adjective or adverb in parentheses.

EXAMPLE: This spaghetti tastes very (good, well).

1. The welder did her job very (good, well).
2. "I can do this job (good, well)," said the carpenter.
3. The man was not burned (bad, badly) when the grease splattered on him.
4. The car battery was in (bad, badly) shape.
5. His sister is a (good, well) cook.
6. The teacher was (good, well) -dressed for the interview.
7. The picnic turned out (good, well).
8. (Bad, Badly) tires can cause an accident.
9. This house needs a paint job (bad, badly).
10. The (bad, badly) mechanic blamed his tools.

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

50

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Proofread and edit

Name ______________________________ Score __________

Choose Words with Correct Endings

The following sentences contain words whose endings are often omitted. Draw a line under the word(s) with the correct endings.

EXAMPLE: The NASA space (scientist, scientists) are busy.

1. You are not (suppose, supposed) to operate broken equipment.
2. I always (ask, asks) my instructor if I do not understand.
3. He is not a (prejudice, prejudiced) person.
4. The two (scientist, scientists) solved the problem.
5. The teacher (ask, asks) many questions.
6. I (use, used) to have many (prejudice, prejudices).
7. What am I (suppose, supposed) to do?
8. How many (scientist, scientists) attended the meeting?
9. (Prejudice, Prejudiced) can be very harmful.
10. How am I (suppose, supposed) to get (use, used) to this?

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

51

Language
- Use standard grammar, spelling, and capitalization

Composition
- Proofread and edit

Name ______________________________ Score __________

Select "a" or "an" Before Nouns

A and *an* are always adjectives. Use *a* before words that begin with a consonant sound. Use *an* before words that begin with a vowel sound. Write *a* or *an* in the space provided in the following sentences.

EXAMPLE: *a* rag, *a* friend (rag and friend begin with consonant sounds; use *a*)

an apple, *an* honest person (apple and honest begin with vowel sounds; use *an*)

1. ___ concert will be held on Friday.
2. ___ original musical piece by Tim Hobbs will be played.
3. Connie and James each bought ___ ticket.
4. Connie wanted ___ seat near the front.
5. They decided to go in ___ car together.
6. At the concert, Connie bought ___ program.
7. James did not buy ___ his friend a present.
8. ___ important part of the program was the music of Tim Hobbs.
9. It was ___ honor to listen to him.
10. ___ audience of 5,000 loved it.

Language
- Use standard grammar, spelling, and capitalization

Composition
- Proofread and edit

Name ____________________ Score __________

Select Adjectives in Sentences

Part 1

Adjectives modify or describe nouns or pronouns. The nouns in the following sentences are printed in boldface type. Draw a line under each adjective that modifies a noun. Remember that *a, an* and *the* are always adjectives. The number at the end of the sentence tells you how many adjectives you should have underlined.

EXAMPLE: **Janice** put the dirty **dishes** on the low dishwasher **rack**. (5)

1. **Jane** used hot, sudsy **water** to wash the **dishes**. (3)
2. She also used hot rinse **water** to rinse the **dishes** of **soap**. (3)
3. **Mrs. Tillman** went to the local **store** to buy dishwasher **detergent.** (3)
4. **Cal** used a small, stiff **brush** to clean the sticky **range**. (5)
5. **Terry** wrapped the frozen **foods** in several **thicknesses** of **newspaper.** (3)
6. **Todd** used a mixing **stick** to stir the **contents** in the paint **bucket** until he had smooth **paint.** (6)
7. Five **students** met at **dawn** to begin **work** on the new **gym.** (3)
8. The new **boss** wore light polyester **clothing.** (4)
9. A **fuse** went out, and the **Smiths** lost all of the frozen **food.** (4)
10. The best **welder** in the small **town** advertised for a **helper.** (5)
11. A **lot** of the **students** in the local high **school** wanted to apply. (5)
12. A **few** of them did apply, hoping to become the second best **welder.** (4)

13. The best **welder** took the **applications** and studied them. (3)

14. He narrowed the **applicants** to two **welders** from the local **area.** (4)

15. He finally decided to send for the **records** of the two **students** from the high **school.** (5)

16. Both of the **students** gave the **high school permission** to send their school **records** to **Mr. Carlson,** the best **welder** in **town.** (6)

17. One applicant had been absent thirty-five days during the last school year. (5)

18. The other **applicant** had missed only four **days** during the same school **year.** (6)

19. **Mr. Carlson** decided that he needed a steady, consistent **helper.** (3)

20. The **student** who had missed only four school **days** got the **job.** (4)

Part 2

Draw a line under each adjective in the following sentences. The numbers at the end of each sentence tell you how many adjectives you should have circled.

EXAMPLE: Tack that narrow molding to the outside edges.

1. Five new students enrolled in school. (2)

2. The five new students were brothers and sisters. (3)

3. They had been enrolled in the same program at Ada. (2)

4. Stephen was a good welder; Jeff was an excellent carpenter; Terri was a good mason; Kate was an excellent electrician; and Tim excelled in cooking. (8)

5. The tall teacher was once a professional football player. (5)

6. He had played for six years before quitting. (1)

7. He suffered a leg injury the last year of playing. (4)

8. The leg injury forced him to quit playing football. (2)

9. He still liked to tell long, involved, interesting stories about his football days. (5)

10. His students enjoyed hearing the interesting replays and didn't mind getting out of some work. (4)

Part 3

Draw a line under each adjective in the following sentences.

EXAMPLE: Do you know how to make a light, fluffy omelet?

1. The local business group gave a dinner for a successful businessman, Mr. Wilson.
2. Mr. Wilson gave an after-dinner speech.
3. He spoke about how his business had grown and about the workers he had hired.
4. Some of his best workers were high school students who had worked after their day in school.
5. He hired seven students after they graduated.
6. Mr. Wilson told funny stories about his many long years in business.
7. He ended his speech by praising the local town and the local school.
8. The appreciative audience gave him a standing ovation.
9. The local business group gave him a gold watch.
10. Mr. Wilson had a good evening.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Proofread and edit

Name ______________________________ Score __________

Distinguish Between Standard and Nonstandard Usage in a Given Sentence

Choose standard usage terms in sentences. In each of the following sentences, draw a line under the correct standard usage word(s).

EXAMPLE: The students congratulated (theirselves, themselves).

Part 1

1. Our supervisor (don't, doesn't) allow any foolishness on the job.
2. The boys got (theirselves, themselves) in trouble because they weren't working.
3. They were standing around (as if, like) everything was done.
4. Dad says a man can be proud of (himself, hisself) when he gives a full day's work for a full day's pay.
5. I have (did, done) more than my share of work today.
6. I did (alot, a lot) of heavy lifting.
7. My supervisor (saw, seen) me do it.
8. Dad says that it is (alright, all right) to lift heavy objects if you do so properly.
9. I (saw, seen) that there was more work to be done.
10. Have you (brought, brung) in the clothes yet?

Part 2

1. The boy (brought, brung) the correct tools.
2. He (doesn't, don't) always get finished this soon.
3. He is very proud of (himself, hisself).

4. Many people could be proud of (theirselves, themselves) if they worked better.

5. Shake my hand (as if, like) you mean it.

6. The workers have (saw, seen) that a good job was done.

7. (Alot, A lot) of them (doesn't, don't) want the building moved or destroyed.

8. They could finish it (alright, all right) (theirselves, themselves).

9. She prepared lunch (as if, like) she were a professional cook.

10. She said that her brother (saw, seen) her (himself, hisself).

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Proofread and edit

Name ______________________________ Score __________

Choose Correct Word Usage

The following sentences contain easily confused words. Draw a line under the correct word in each of the following sentences.

EXAMPLE: This machine does not (except, accept) coins.

Part 1

1. Do not (accept, except) as truth everything someone tells you.
2. We must (accept, except) the lowest construction bid.
3. (Accept, Except) for a few minor problems, the motor runs well.
4. Everyone passed the test (accept, except) Tony.
5. A strike will have no (affect, effect) on this job.
6. What the teacher said (affected, effected) me.
7. Does smoking (affect, effect) you?
8. The (affect, effect) of pollution on the environment is obvious.
9. Painting the house caused an argument (among, between) Mother and Dad.
10. The work was divided (among, between) Jean, Paula, and Nicole.
11. The boys walked (among, between) the many machines in the plant.
12. (Among, Between) you and me, there should be no hard feelings.

13. The prize money will be divided (among, between) the members of our family.

14. The boys poured concrete (in,into) the bucket.

15. Please come (in, into) the cellar to see our concrete work.

16. We will go (in, into) a few minutes.

17. I live (in, into) a world of working people.

18. There are at least one hundred workers (in, into) this factory.

Part 2

1. You could (have, of) built the swing set.

2. Before wiring the lamp you should (have, of) read the directions.

3. Your homework could (have, of) been done before the game.

4. The men were proud of (their, there, they're) work.

5. He placed the hammer (their, there, they're) on the shelf.

6. What were you doing (their, there, they're)?

7. (Their, There, They're) friends of the supervisor.

8. Some people are lazy even when (their, there, they're) needed for work.

9. The class wanted (their, there, they're) teacher to explain the rules.

10. Some people want only (their, there, they're) pay.

Part 3

1. Our class went (to, too, two) visit a construction site.

2. We talked with (to, too, two) people who build bridges.

3. One of them said (to, too, two) many people were out of work unnecessarily.

4. It is easier (to, too, two) get a job if you have the right skills.

5. I am glad I can go (to, too, two) vo-tech classes.

6. I am learning welding at (a, an, and) good school.

7. Yesterday we were taught to light (a, an, and) acetylene torch.

8. There are both boys (an, and) girls in our welding class.

9. The first thing that was taught was (a, an, and) course on safety.

10. Be careful with matches when (a, an, and) oxygen tank is in use.

Part 4

1. (It's, Its) a beautiful day for completing our project.

2. This machine is dangerous; (it's, its) safety guard should never be removed.

3. If (it's, its) removed, you may injure yourself.

4. (It's, Its) parts have very sharp grinding edges.

5. Ivory is the safety code color applied to (it's, its) edges.

6. Ivory is a good safety color because (it's, its) easy to see.

7. Moths are attracted to light colors, however, and that large moth lost (it's, its) life by flying into the machine.

8. Look, there is (it's, its) dusty pink wing.

9. I know what kind of moth that is; (it's, its) called a sphinx or hummingbird moth.

10. Well, (it's, its) time to clean up now, so let's put the tools away.

Part 5

1. Please (sit, set) the project on that shelf.

2. The project (sits, sets) on the second shelf.

3. Last week you left the project (sitting, setting) on the floor.

4. You didn't know where to (sit, set) it.

5. Remember that it always (sits, sets) in the same place.

6. (Leave, Let) me put the project away the next time.

7. I would never (leave, let) it (sit, set) on the floor.

8. If you (leave, let) the project out, it may get broken.

9. I will (leave, let) the instructor know that we have put it away properly.

Part 6

1. Never leave your tools (lying, laying) around.

2. When you (lie, lay) a tool down, remember where you put it.

3. Once you misplaced a tool, and it (lay, laid) there for a week.

4. These small tools always (lie, lay) in that shallow drawer.

5. That one has (lain, laid) there for a long time.

6. Once William (lay, laid) a heavy anvil on his hand.

7. He had to (lie, lay) in a bed for a day.

8. He had to (lie, lay) very still in order not to move his hand.

9. His mother (lay, laid) an ice pack on his hand.

10. "(Lie, Lay) one on my forehead, too," William moaned.

Part 7

1. Watch out for that (lose, loose) board.

2. It is difficult to (rise, raise) a flag when it is windy.

3. We must (quit, quite) being so noisy.

4. I like a (quite, quiet) place to study.

5. Don't (lose, loose) that blueprint.

6. That blueprint is (quiet, quite) valuable.

7. Please (rise, raise) for the flag salute.

8. The level of the river has (rose, risen).

9. (Raise, Rise) that window a bit, please.

10. This yeast will make the bread (raise, rise).

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

55

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Proofread and edit

Name ____________________ Score __________

Editing Wordy Sentences

Cross out the unnecessary words in the following sentences. Then rewrite the sentence correctly. Write "correct" if the sentence is correctly written.

1. Dad can't find his paintbrushes anywhere.

2. He had ought to put them away after cleaning them.

3. Where will you be working at when school is out?

4. I will be working in front of a crowd.

5. I can't hardly drive a nail straight.

6. There is a switch in back of that door.

7. Unload the lumber off of the truck.

8. Due to the fact that you might fall, you should not walk on the ledge.

9. That there torch can cause you to be blind.

10. The blueprints were nowhere in sight.

11. We can hardly wait to rebuild our transmission.

12. At this point in time we can get money from the boss.

13. Everywheres we looked, we saw girls and boys cooking hamburgers.

14. We had no trouble finding where the cooking contest was held at.

15. We ought not go hungry.

16. That there girl will probably win this prize.

17. Where will we be eating?

18. Take the pickles off of my hamburger.

19. When the cookout was over, fires everywhere were put out.

20. We can't hardly cause a forest fire.

Reading Comprehension
- React to written material

Language
- Use standard grammar, spelling, and capitalization

Composition
- Use complete sentences
- Proofread and edit

Name ______________________________ Score __________

Identify and Correct Sentence Fragments

A complete sentence contains a subject and verb and expresses a complete thought. A sentence fragment may not have a subject or a verb and does not express a complete thought.

Part 1

Write an "X" before each sentence fragment.

___ 1. The couch could not be moved into the house.

___ 2. In shop and in class.

___ 3. Because we did not get there.

___ 4. Spills on the floor.

___ 5. A medicine chest should be locked at all times.

___ 6. Standing in the corner of the supply closet.

___ 7. Which the teacher did not have.

___ 8. Airplanes flew above the landscape.

___ 9. Because it is buried under the ocean.

___ 10. Almost believing in anything.

___ 11. While getting the car ready.

___ 12. Samuel was a good student.

___ 13. They studied agriculture.

___ 14. But knew the truth.

___ 15. We drove up the road hurriedly.

___ 16. Cars stopped for us to pass.

___ 17. The witch cast a wicked spell.

___ 18. Skillfully cutting the board.

___ 19. Making discoveries by watching television.

___ 20. Manual labor is needed in every society.

Part 2

Each of the following items contains two word groups. One word group is a sentence and one is a fragment. Underline the sentence fragment in each group.

1. After driving hundreds of miles. The people were very tired.
2. Having finally made her selection. Joan is sewing a dress in Home Economics I.
3. Shopping for material. Joan's mother took her to town.
4. Last winter our class went on a field trip. Where we saw different types of fabric care labels.
5. When she warned the students of the fire. Sara Jane was brave.
6. Warren finished planting corn yesterday. In the hard dirt.
7. I sanded the cabinet doors. Before hanging the cabinets.
8. We are going to Kansas City. Then to see our cousins.
9. Trying to learn a hobby. I began to collect stamps a year ago.
10. The day dawned bright and cheerful. The kind I like.

Part 3

Correct the fragments you underlined in Part 2 by either attaching them to the complete sentence or by making them complete sentences.

1. ____

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2. ____

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3. ______________________________

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4. ______________________________

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5. ______________________________

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6. ______________________________

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7. ______________________________

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8. ______________________________

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9. ______________________________

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10. ______________________________

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Language
- Use standard grammar, spelling, and capitalization

Composition
- Use complete sentences
- Proofread and edit

Name ______________________________ Score __________

Correct Run-On Sentences

Part 1

A run-on sentence is two or more sentences run together as one sentence. Correct the following run-on sentences by writing a period at the end of one sentence and writing a capital letter at the beginning of the new sentence.

EXAMPLE: I want to go to school today is the class party.
I want to go to school. Today is the class party.

1. The carpenters built the houses every day one more house was finished.
2. Sheriff Morrison caught the criminals they were escaping by pickup truck.
3. The flower beds were covered by clover it was the brightest green.
4. Vocational skills help in everyday life we need them for everyday living.
5. Green trees were burning in the mountains smoke billowed high into the sky.

Part 2

Correct the following run-on sentences by writing a semicolon where the sentences should be separated.

EXAMPLE: He washed and dried the bed linen then he made the bed.
He washed and dried the bed linen; then he made the bed.

1. Hammers and saws were hanging on the wall everyone had returned them to their correct places.
2. We used the router on the door the design was prettier than before.

3. Sentences must be separated they can not be jammed together.

4. All the fruit was gone from the grocery store the new supplies of fresh fruit had not arrived.

5. Mr. Henson gave a lecture on shop safety we enjoyed listening to him.

Part 3

Correct the following run-on sentences by separating them with a comma and a coordinating conjunction.

EXAMPLE: The car went off the road the driver wasn't injured.
The car went off the road, **but** the driver wasn't injured.

1. Characters in movies are fascinating old movies have the best characters, I think.

____

____

2. No one can go to the party no one will be too sad that they missed it.

____

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3. The hospital building was under construction tools were needed badly.

____

____

4. I have things to do I can't wait around much longer.

____

____

5. The boys didn't call we really didn't care.

____

____

Reading Comprehension
- Gain factual information

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Proofread and edit

Name ____________________ Score __________

Select Run-On Sentences from a Paragraph

A run-on sentence is two or more sentences run together as one. In the following paragraph write a slash mark (/) to show where sentences are run together. Then rewrite the paragraph using correct sentence structure, capitalization, and punctuation.

EXAMPLE: I am going to the shop/then I am going home.

Babies require a lot of care their little tempers seem to flare when everything does not go their way no matter how old they are, when their diapers are wet or not pinned just right, they become angry if their food is too hot or too cold, they do not seem to be satisfied bottles of milk have to be just the right temperature or they will reject them sleep habits must be formed early, or Baby will really be cross some are irritable if they sleep too long or not long enough blankets bother some babies; however, most like to cuddle and snuggle up to three blankets at a time toys are, or should be, a baby's favorite item, but some toys are thrown over the top of a playpen by even the youngest little critters.

Name ______________________ Score __________

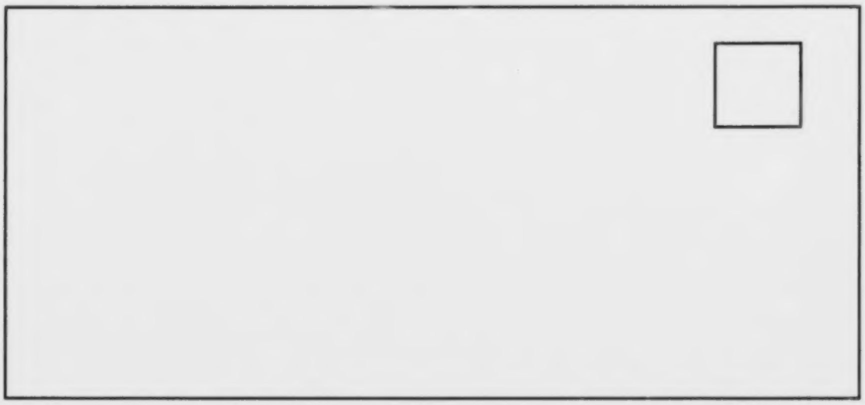
Language
- Use standard grammar, spelling, and capitalization

Functional Writing
- Write letters

Composition
- Proofread and edit

Address an Envelope For a Business Letter

Envelopes should be addressed with the same care and attention to detail that goes into writing a business letter. Address an envelope for a letter. Use information of your own or the following letter from Evelyn Efficient, Elmwood Bookstore, 531 N. 21st St., Anytown, OH 63041 to Dr. Richard Fortenberry, Dept. of Sociology, The Excellent University, Youngstown, OH 63047. Use the illustration below, or, if you know how to type, address an actual envelope. Hand in the completed envelope to your instructor.



Language
- State ideas clearly

Composition
- Proofread and edit

Functional Writing
- Complete forms and records

Cognitive Activities
- Create a finished product

Name ______________________________ Score __________

Write Classified Ads

In the following assignment, you are to write classified ads that would be acceptable to a newspaper. Make your ad clear, but use as few words as possible. You will be charged by the word. Give phone number and street address if needed.

1. You are head of a construction business and want to hire students to clean newly built houses.

____

____

____

2. You want to babysit.

____

____

____

3. You are restoring a 1964 Mustang, and you want to buy used parts.

____

____

____

4. You are having a garage sale. Remember to list some of the items for sale.

____

____

____

5. You are selling a riding lawn mower and used lumber.

____

____

____

6. Figure the cost of each of the ads using the price list for ads found in your local newspaper.

a. Ad 1 __________________________________

b. Ad 2 __________________________________

c. Ad 3 __________________________________

d. Ad 4 __________________________________

e. Ad 5 __________________________________

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

61

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use topic sentences
- Use introductory/closing paragraphs
- Proofread and edit

Cognitive Activities
- Create a finished product

Job Acquisition/ Development
- Master specific job task/procedure

Name ______________________________ Score __________

Write a Publicity Release

A common form of sales promotion is the publicity release. The primary purpose of a publicity release is to inform the public about an event, activity, or personnel action that has taken place or is about to take place within the business. Publicity releases generally are given to newspapers to print; however, radio and television stations also may be used for publicity releases.

☑ **NOTE:** When a radio or television station runs an announcement for a non-profit organization, such as DECA, that air time is called public service time, and the release is called a *public service announcement.* The Federal Communications Commission requires that all radio and television stations provide public service time to organizations in local communities at no cost to the organization.

In this assignment you will write a publicity release which could be sent to your local newspaper to announce the grand opening of your new store or service business. You will have to create a store name and other information needed in the release. Follow the format listed below in preparing the release.

1. Write the heading in the upper left-hand corner of the page.
    a. Name of sponsor
    b. Sponsor's address and telephone number
2. Write the release date in the upper right-hand corner

    ☑ **NOTE:** This is the date that you want your publicity release to be run in the newspaper.

3. Begin typing the copy approximately one-third down from the top of the page.

   ☑ **NOTE:** This leaves room for the newspaper editor to insert the heading.

   a. Double space the copy.

   b. Use complete sentences.

4. The lead, or first paragraph, should contain critical information.

   a. Who — The people or firm involved

   b. What — The news item

   c. When — The date and time

   d. Where — The location of the event

   e. Why — The reason for having the event

5. End the release with a complete paragraph.

   ☑ **NOTE:** If the release takes more than one page, the word "MORE" should be typed at the bottom of the page.

6. Type "# # #" to indicate the end of the release.

Name ______________________ Score __________

Write a Business Letter

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing
- Write letters

Composition
- Proofread and edit

Letters are an important part of business communication. They are often considered legal records (as are memorandums, reports, office logbooks, and other materials). It is important that business letters be clear, concise, and to the point. They must supply the reader with all information he or she will need. To be effective, they must have a courteous tone.

Read and study the following business letter. Use the letter as a model when you write your own business letters.

1852 South B Street
Anchorage, AK 99509
December 22, 1993

Ms Janice Brown
Public Information Officer
Travel Time Tours
444 Polar Bear Street
Juneau, AK 99478

Dear Ms Brown:

I am planning a summer vacation that will include touring the west coast states. I am particularly interested in tours of the Big Sur and Los Angeles areas of California. Please send me motel and state park information as well as maps and travel folders describing your tours in Washington, Oregon, and California.

Thank you for your time and attention.

Sincerely,

Susan S. Walker

Following are six situations. Choose one of them and write an appropriate business letter. Choose either full-block, modified-block, or modified-block with paragraph indentions for your letter style. The library or resource center has information about these styles. Write your letter on a separate sheet of paper. Hand in your letter to your instructor for evaluation.

1. Your name is Evelyn Efficient and you work in the customer service department of the Elmwood Bookstore. The address is 531 N. 21st St., Anytown, OH 63041. Write a letter to Dr. Richard Fortenberry, Department of Sociology, The Excellent University, Youngstown, OH 63047. Tell Mr. Fortenberry that the book he ordered, *Through the Space Age and Beyond*, has been delayed because your employee forgot to place the order, and now the book has been ordered but will be delayed by the publisher. Mr. Fortenberry has been waiting five months for the book. Offer some type of alternative to Mr. Fortenberry so that you will not lose him as a customer.

2. Use your own name and address (or make up one). Write a letter to a votech school, college, or university of your choice and ask for information on a particular program which you may enroll in. Find out the name and title of the person to receive the letter, as well as the correct department and mailing address. Include any pertinent information about yourself.

3. Write a letter to Ms. Elaine Smith, home economist, County Home Extension Department at Pauls Valley, Oklahoma 73075; ask for free booklets about canning vegetables. Use your school address and the present date.

4. Write a letter to Ms. Terra Page, publicity assistant, U. S. Plywood Company, Avenue B, Leetsdale, Pennsylvania 15056; request blueprints for a toolhouse or a utility shed.

5. Write a letter to Mr. Henry James, resale coordinator, the Singer Sewing Machine Company Area Office at Dallas, Texas 75240. Ask for a booklet about buttonhole makers for the following machines: Slant-O-Matic 200, Straight Needle, and Golden Touch.

6. Write a letter to Ms. Sherry Smith, catalog sales manager, Briggs-Stratton Corporation in Milwaukee, Wisconsin 53212; order a crank shaft, number 63785, for a lawnmower.

Name ______________________________ Score __________

Write an Essay Comparing Past, Present, and Future Housing

Using reference books, library resources, past and present housing magazines, and any other available resources, write an essay on how the housing industry has, and continues to, evolve. Include the following information in your essay.

1. What features make today's housing options different from past housing options?
2. Are most houses larger or smaller today than in the past? What are the predictions for future house size?
3. What predictions do specialists in the housing field have for future housing trends
4. What building materials have been used in the past? What materials are expected in the future?
5. What sources of energy have been used in the past? What new sources are expected in the future?
6. How have housing costs (per square foot) changed in the past fifty years? What are the predictions for the future?
7. Include a list of resources with your essay.

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Use topic sentences
- Use introductory/closing paragraphs
- Compose essays

Research
- Create bibliography

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals

Math Application
- Solve percent problems

Functional Math
- Solve practical problems

Name ______________________ Score __________

Calculate What Percent One Number is of Another

Solve these problems.

____ 1. 8 is what percent of 16?

____ 2. 60 is what percent of 160?

____ 3. What percent of 120 is 30?

____ 4. $40 is what percent of $800?

____ 5. $14 is what percent of $210?

____ 6. What percent of 32 is 8?

____ 7. 19 is what percent of 38?

____ 8. 60 is what percent of 210?

____ 9. $12 is what percent of $60?

____ 10. What percent of 50 is 35?

Solve these word problems.

11. A team played 50 games and won 25. What percent of the games did they win?

12. Bill answered 47 questions correctly on a test of 50 questions. What percent of the questions did he answer correctly?

13. In a class of 48 students, six were absent. What percent of the class was absent?

14. A store charges $550.00 for a refrigerator and made a profit of $95. What was the percent of profit?

15. Four hundred square feet of tile has been ordered for tiling a 320 square feet room. What percentage of the amount purchased is allowed for waste and matching?

Name ______________________ Score __________

Calculate the Original Numbers

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals

Math Application
- Solve percent problems

Functional Math
- Solve practical problems

Solve these problems.

____ 1. 9% of what number is 81?

____ 2. 10% of what number is 14?

____ 3. 6 is 12% of what number?

____ 4. 100% of what number is 22?

____ 5. 160 is 50% of what number?

____ 6. 23 is 10% of what number?

____ 7. 8% of what number is 22?

____ 8. 12 is 3% of what number?

____ 9. 33 1/3% of what number is 16?

____ 10. 30 is 1% of what number?

Solve these word problems.

11. A beef dressed out at 420 pounds. If 30% of the weight was lost in processing, what was the original weight of the beef?

12. If 12% is allowed for waste in transporting strawberries, how many quarts did you have originally with 3268 quarts now available for sale?

13. A man sold 320 acres of land. This was 20% of his entire farm. How many acres were in the entire farm?

14. A carpenter built a house using 598 board feet of lumber. If eight percent of the lumber was lost in cutting, how much lumber did he have originally?

15. A ball team won 38 games, which was 95% of their scheduled games. How many games were on their schedule?

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals

Math Application
- Solve percent problems

Functional Math
- Solve practical problems

Name ______________________ Score __________

Calculate Percentages

Solve these problems.

____ 1. 3% of 72 is what number?

____ 2. 5% of 18 is what number?

____ 3. What number is 33 1/3% of 96?

____ 4. 40% of 125 is what number?

____ 5. 68% of 63.5 is what number?

____ 6. What number is 12 1/2% of 140.8?

____ 7. What number is 1% of 103?

____ 8. What number is 37 1/2% of 152?

____ 9. 50% of 32.8 is what number?

____ 10. 7% of 163 is what number?

Solve these word problems.

11. There are 20 pupils in a class. Sixty percent of the pupils are boys. How many are boys?

12. One day 5% of the 20 pupils in Mrs. Moore's class made perfect scores on a spelling test. How many made perfect scores?

13. Mr. McGill bought a new saw regularly selling for $120 at a sale and saved 20%. How much did he save?

14. The number of people at the game this week was 75% of what it was last week. Last week there were 800 people at the game. How many people were at the game this week?

15. Thirty-three and one-third percent of 150 tickets have been sold. How many tickets have been sold?

16. What is 75% of 20?

17. Last week there was a flu outbreak. On one day only 65% of the 120 pupils in Podunk School were present. How many pupils were present?

18. The Podunk basketball team played 20 games this year and won 80% of them. How many games did the team win?

19. Randall took a spelling test on which there were 40 words. He got 90% of them right. How many words did he spell right?

20. Last year the Community Chest raised $83,736.56. This year the workers raised only 87 1/2% as much. How much money was raised this year?

21. A pencil was 8 inches long when new. It is only 75% as long now. How long is it now?

22. Eighty percent of Bill's 20 friends have younger brothers or sisters. How many of Bill's friends do not have younger brothers or sisters?

23. If you earn a take-home pay of $960 and budget 17% of this for a car payment, could you afford to pay $175.00 a month for a car?

24. A concrete mixture contains 30% water. A truck delivers 3,400 pounds of concrete. How many pounds of water are in the concrete?

25. You are going to take a test which has 60 questions. The teacher says a score of 70% is passing. How many right answers must you have to pass?

Name ______________________________ Score __________

Calculating Percent Problems

Write the answers to the following questions?

1. What does it mean to say 100 percent of the class is present today? ______________________________
2. There are 100 pupils in Podunk High School. Fourteen of them are absent. What percent of the pupils are absent? ______________________________
3. If 14 of the pupils are absent (Problem 2), how many are present? What percent are present? ______________________________
4. There are 100 cents in a dollar. Twenty-five cents is what percent of a dollar? Five cents is what percent of a dollar? ______________________________
5. There are 100 books in library. Ninety-four have been read. What percent of the books have been read? ______________________________
6. If 94 of the books (Problem 5) have been read, how many have not been read? What percent have not been read? ______________________________
7. If 11% of the pupils in a school are absent, what percent are present? ______________________________
8. If 6% of the books that a store had in stock were not sold, what percent were sold? ______________________________
9. If 60% of the cyclists in town had licenses, what percent did not have licenses? ______________________________
10. Byrl raises white rats. Ten percent of his rats are a year old; and 40% are over a year old. What percent are less that a year old? ______________________________

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals

Math Application
- Solve percent problems

Functional Math
- Solve practical problems

11. Richard has three kinds of traps: No. 1 traps, No. 1 1/2 traps, and No. 2 traps. Eighty percent of his traps are No. 1 traps, and 15% are No. 1 1/2 traps. What percent are No. 2 traps?

____

12. The Smiths spent 22% of their income for their house, 17% for food, 15% for clothes, and 8% for fun. What percent was left for other things? __________________________

13. Chester has finished 75% of the painting he is doing. What percent does he still have to do? ____________________

14. Betty has completed 40% of her dress. What percent does she still have to do? ____________________________

15. If you have completed 93% of these problems, what percent do you still have to do? __________________________

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

68

Name ______________________________ Score __________

Calculate the Percent of Increase and Decrease

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals

Math Application
- Solve percent problems

Functional Math
- Solve practical problems

Solve these problems.

1. Land that originally sold for $80 an acre is now selling for $260 an acre. What is the percent of increase?
2. A used car that sold for $1500 is now selling for $1100. What is the percent of decrease?
3. A man plowed 15 acres of land on Monday and 23 acres on Tuesday. What was the percent of increase?
4. A man earning $250 per week received a $25 per week raise. What was the percent of increase in his pay?
5. Last year Glenn earned $300 per week. This year he earns $390 per week. What is the percent of increase in his pay?

6. A company had 500 employees last year and 300 employees this year. What is the percent of decrease?

7. Mary bought a typewriter for $80 and sold it for $68. What is the percent of decrease?

8. A suit that sold last year for $60 now sells for $72. What is the percent of increase in price?

9. A quart of milk costs 10 cents in 1970. If a quart of milk costs 75 cents today, what is the percent of increase in price?

10. A car which costs the dealer $7500 sells for $10,000. What is the percent of increase in price?

Name ______________________________ Score __________

Calculate Percentages of How Family Income is Spent

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals

Math Application
- Solve percent problems

Functional Math
- Solve practical problems
- Solve income/expense problems

Solve these problems.

1. A man with an income of $40,000.00 spent 12% of the budget on insurance. What did he spend on insurance?

2. A family with an income of $70,000.00 a year spends $10,600.00 for food; $12,000.00 for house payments; $7,000.00 for insurance; $9,700.00 for car payments; $14,000.00 for clothing; $9,700.00 for savings; and $7,000.00 for miscellaneous items. What percent of the income was spent for each item?

3. A family income of $50,000.00 was spent in the following manner: food - $7,800.00; house payment - $7,800.00; insurance - $6,200.00; car payments - $7,200.00; clothing - $10,000.00; savings - $6,200.00; and miscellaneous - $5,000.00. What percent of the family income was spent for each item?

Math Application
- Solve word problems

Functional Math
- Calculate interest
- Solve interest problems

Name ______________________ Score __________

Calculate Simple Interest

Given the following principles and the annual percentage rate, figure the simple interest for the time given.

	Simple Interest on Loan	Total Paid
1. $1,000 at 6% for 1 year		
2. $2,500 at 12% for 1 year		
3. $390 at 10% for 1 year		
4. $400 at 11% for 1 year		
5. $10,000 at 7% for 9 months		
6. $200 at 2.5% for 6 months		
7. $500 at 9% for 3 months		
8. $3,600 at 11% for 1 year		
9. $1,500 at 5% for 9 months		
10. $1,300 at 8% for 3 months		
11. $650 at 8% for 6 months		
12. $450 at 5% for 3 months		
13. $660 at 10% for 9 months		
14. $1,000 at 15% for 6 months		
15. $2,500 at 16% for 1 year		

16. Samuel is thinking about borrowing money to buy skis. The cost of the skis is $600. He would borrow the money for 9 months at an interest rate of 13 percent. Calculate the interest on this loan.

17. Julia needs a new clarinet for the local band. She has found the one she likes for $400. The music store will let her take 6 months to pay for the clarinet. They charge 15% interest. What is the total cost of the clarinet?

18. Sanchez has recently earned $600 by working in a hardware store. Sanchez wants to find out if he can afford a mountain bike for $850. If he used the $600 for down payment, how much would he need to finance? How much would the total amount be if the interest was 16%, and Sanchez took 6 months to repay the loan?

19. Tom and Jane have recently married. They both have stable jobs and would like to invest in some nice living room furniture. The furniture costs $2,200 and the store will loan the money for 2 years. They charge 18% interest annually. What is the total cost of the furniture with interest included?

20. Mary's work at home has been so profitable that she and her husband have decided to buy a computer for her to use. The computer costs $2800 with a 16% interest rate for 12 months. What will be the total amount needed to buy the computer?

Name ______________________________ Score __________

Reconcile a Bank Statement

Functional Math
- Perform banking transactions

Functional Social Studies
- Practice responsible personal economics

Most banks send each checking account holder a monthly bank statement. The statement will tell the account holder how much money that person has in his or her checking account on the date the bank statement was issued. An account holder should make sure his or her check register balance agrees with what the bank statement says is in the person's checking account. An account holder does this by reconciling the bank statement every month. If an account holder has a problem balancing the account, people at the bank help answer questions.

Reconcile the following checkbook register with the given bank statement.

BANK STATEMENT—Lower edge

	Service Charge 15.00 SC				Balance 184.00

PLEASE EXAMINE STATEMENT OF ACCOUNT AND VOUCHERS AT ONCE
IF NO ERROR IS REPORTED IN TEN DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT

CHECK REGISTER

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT (-)	✓ T	FEE IF ANY (-)	DEPOSIT/ CREDIT (+)	BALANCE $219 00
225	1/8	Rackets, Inc.	25 00	✓			194 00
226	1/10	Co. Cafeteria	15 00	✓			179 00
	1/10	Deposit		✓		50 00	229 00
227	1/12	Hairport	13 00				216 00
	1/13	ATM Withdrawal	20 00	✓			196 00
228	1/15	Big Club Country	10 00	✓			186 00
	1/16	Deposit				25 00	211 00
229		Double A Cafe	10 00				201.00
		Service Charge	15 00	✓			186 00

BANK STATEMENT (Back)

STATEMENT RECONCILIATION

THIS FORM IS PROVIDED TO HELP YOU BALANCE YOUR CHECKBOOK

PERIOD FROM __________ **TO** __________

STEP 1

Subtract the service charge shown on this statement from your current checkbook balance to arrive at your NEW CHECKBOOK BALANCE.

STEP 2

Remember to record any preauthorized or automatic transactions in your register.

STEP 3

Add any monthly interest paid to your balance on your register.

STEP 4

Check off in your checkbook all checks and deposits shown on this statement. IN THE SPACE PROVIDED AT RIGHT, LIST ANY CHECKS OUTSTANDING.

STEP 5

Complete the following to balance this statement to your new checkbook balance:

BANK BALANCE SHOWN ON THIS STATEMENT $ ______________

ADD DEPOSITS NOT CREDITED (if any) + ______________

SUBTOTAL = ______________

SUBTRACT CHECKS OUTSTANDING (if any) - ______________

TOTAL = ______________

LIST CHECKS OUTSTANDING	
TOTAL	

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

72

Name ______________________________ Score __________

Interpret a Foreign Exchange Table

When the value of a foreign currency rises compared to the U.S. dollar, the increase in value will improve the position of your goods in the foreign market by lowering the cost of the goods and making them more price-competitive. A decrease in the value of a foreign currency against the dollar will have the opposite effect, making your goods more expensive and less competitive in price in the foreign market.

- To check the exchange rate per one (1) U.S. dollar, see the two columns on the right of the table. This figure represents the units of each foreign currency per U.S. dollar.

  EXAMPLE: On Thursday, one U.S. dollar traded for 2682.00 Mexican pesos.

- To convert a foreign currency into U.S. dollars, see the two columns on the left of the table. This figure represents the value of one (1) unit of the foreign currency in U.S. dollars.

  EXAMPLE: On Thursday, one Japanese yen is equal to 0.006877 U.S. dollars.

- If you know the exchange rate per one U.S. dollar, you can find this U.S. dollar equivalent by dividing the first figure into the number one (1).

  EXAMPLE: From the table, you find that one U.S. dollar on Thursday traded for 1.6800 German deutsche marks. Converting to U.S. dollars, this means that one deutsche mark is equal to 1 divided by 1.6800, or 0.5952 dollars.

- Use the table to answer the following questions.

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals
- Solve numerical expressions

Math Application
- Select/apply mathematical procedure

Data Analysis and Display
- Interpret charts and tables

Functional Math
- Perform banking transactions

Job Acquisition/ Development
- Master specific job task/procedure
- Complete job-related applications

Information Analysis
- Interpret statistical information

Social Studies Application
- Investigate/apply principles of economics

Currency Exchange Rates

Country	U.S. Dollar Equivilant		Currency per U.S. Dollar	
	Thursday	Wednesday	Thursday	Wednesday
Argentina (Austral)	.0009090	.0009090	1100.00	1100.00
Australia (Dollar)	.7917	.7890	1.2631	1.2674
Austria (Schilling)	.08461	.08461	11.81	11.81
Belgium (Franc)	.02836	.02839	35.25	35.22
Brazil (Cruzado)	.07616	.07761	13.12	12.88
Canada (Dollar)	.8646	.8634	1.1565	1.1582
Colombia (Peso)	.002339	.002339	427.44	427.44
Denmark (Krone)	.1532	.1534	6.5235	6.5165
Ecuador (Sucre)	.001466	.001466	682.11	682.11
Finland (Markka)	.2508	.2522	3.9860	3.9640
France (Franc)	.1748	.1749	5.7200	5.7155
Germany (deutsche Mark)	.5952	.5955	1.6800	1.6790
Great Britain (Pound)	1.6595	1.6645	.6025	.6007
Greece (Drachma)	.006365	.006369	157.10	157.00
Ireland (Punt)	1.5687	1.5705	.6374	.6367
Israel (Shekel)	.5359	.5359	1.8659	1.8659
Italy (Lira)	.0007977	.0007968	1253.50	1255.00
Japan (Yen)	.006877	.006872	145.40	145.50
Jordan (Dinar)	1.5564	1.5564	.6425	.6425
Mexico (Peso)	.0003728	.0003728	2682.00	2682.00
Netherlands (Guilder)	.5277	.5277	1.8950	1.8950
New Zealand (Dollar)	.6095	.6075	1.6406	1.6460
Portugal (Escudo)	.006743	.006743	148.28	148.28
Singapore (Dollar)	.5278	.5278	1.8945	1.8945
South Korea (Won)	.0014856	.0014856	673.11	673.11
Switzerland (Franc)	.6640	.6600	1.5060	1.5150
Taiwan (Dollar)	.038654	.038684	25.87	25.85
Turkey (Lira)	.0004368	.0004368	2289.00	2289.00
Venezuela (Bolivar)	.02298	.02298	43.50	43.50

1. Give the rate of exchange per U.S. dollar for each of the currencies listed below. Use the "Thursday" figures from the table.

One (1) U.S. dollar = ______ French franc

= ______ German deutsche mark

= ______ Mexican peso

= ______ Canadian dollar

= ______ Japanese yen

= ______ South Korean won

= ______ Finnish markka

= ______ Italian lira

= ______ Taiwanese dollar

= ______ Dutch guilder

2. Convert the following currencies into U.S. dollars (USD). Use the "Thursday" figures from the Table.

1 French franc = ______ USD

1 Australian dollar = ______ USD

1 Japanese yen = ______ USD

1 German deutsche mark = ______ USD

1 Singapore dollar = ______ USD

1 Colombian peso = ______ USD

1 Mexican peso = ______ USD

1 Italian lira = ______ USD

1 Taiwanese dollar = ______ USD

1 Brazilian cruzado = ______ USD

3. Assume that your firm is selling a widget through a Brazilian distributor. The price of the widget in U.S. dollars is $23.85. How many cruzado does the widget cost your distributor? Use the "Thursday" figures from the Table.

4. How much does the same widget cost your distributor in West Germany (in deutsche mark)? Use the "Thursday" figures from the Table.

5. If you are selling a different widget in Singapore for 45.1838 Singapore dollars, what is your price in U.S. dollars? Use the "Thursday" figures from the Table.

6. Assume that you have negotiated a contract with a distributor in Singapore for a shipment of your goods worth $50,000.00 U.S. dollars. However, you fail to clarify the term "dollar." The distributor assumes that the shipment is worth 50,000 Singapore dollars. What is your potential loss in U.S. dollars? Use the "Thursday" figures from the Table.

For question 7-10, use the foreign exchange figures in the following table:

Date reported*	Country	Currency per USD
6-2-82	Mexico (peso)	47.22
9-1-82	Mexico (peso)	122.00
6-1-83	Canada (dollar) Mexico (peso)	1.2298 149.00
6-1-84	Canada (dollar) Mexico (peso)	1.2943 204.02
6-3-85	Canada (dollar) Mexico (peso)	1.3727 276.00
8-1-86	Canada (dollar) Mexico (peso)	1.3780 633.50
6-1-87	Canada (dollar) Mexico (peso)	1.3385 1259.00
6-1-88	Canada (dollar) Mexico (peso)	1.2328 2270.00
6-1-89	Canada (dollar) Mexico (peso)	1.2055 2460.00

*SOURCE: Latest exchange rates as listed in the *Wall Street Journal* on the given date.

7. How many pesos did your Mexican distributor pay for a $25,000.00 shipment

in 1983? ____________

in 1984? ____________

in 1985? ____________

in 1986? ____________

in 1987? ____________

in 1988? ____________

in 1989? ____________

8. Assume that you have negotiated a contract with a distributor in Mexico on June 1, 1982. The shipment is worth $30,000.00 and the distributor agrees to pay in 90 days. In terms of the exchange rate on June 2, 1982, how many dollars did the distributor pay for the shipment on September 1, 1982?

9. How many Canadian dollars did your distributor in Canada pay for a $25,000.00 shipment

in 1983? ____________

in 1984? ____________

in 1985? ____________

in 1986? ____________

in 1987? ____________

in 1988? ____________

in 1989? ____________

10. If the price of your widget in U.S. dollars remains unchanged for the period 6-3-85 to 6-1-89 at $23.85, what is the increase or decrease in the price of the widget in Canadian dollars over the same period?

____

Name ______________________ Score __________

Convert Fahrenheit and Centigrade (Celsius) Temperature Readings

Operation and Calculation
- Calculate with fractions
- Calculate with decimals
- Converts units of measure

Math Application
- Solve word problems

Mercury thermometers may have a Fahrenheit scale or a Centigrade (Celsius) scale. By knowing how to convert temperatures from Fahrenheit to Centigrade or from Centigrade to Fahrenheit, you can compare temperature readings taken with two different scales.

- To convert a temperature from Centigrade to Fahrenheit, multiply the degrees Centigrade by 9/5 and add 32.
- To convert a temperature from Fahrenheit to Centigrade, subtract 32 from the degress Fahrenheit and multiply by 5/9.

1. 98.0° F = ______________
2. 38.1° C = ______________
3. 100.2° F = ______________
4. 39.5° C = ______________
5. 96.8° F = ______________
6. 37.3° C = ______________
7. If one resident has a temperature of 99.9° F and another resident has a temperature of 38.5° C, which resident has the higher temperature?

   ____

8. If a resident has a temperature of 37.0° C at 8 A.M. and a temperature of 99.8° F at 8 P.M., has the resident's temperature changed?

   ____

Functional Reading
- Follow written instructions

Operation and Calculation
- Calculate with whole numbers
- Solve formulae and equations

Math Application
- Solve word problems
- Select/apply mathematical formula
- Use English and metric measures

Functional Math
- Make measurements

Name ______________________ Score ________

Calculate the Amount of Paint Needed

To find the *total square feet* (wall area) of a room, multiply the length of each wall by the ceiling height, then add the results. (Or, add the lengths of the walls, then multiply the result by the ceiling height.)

If one gallon of paint will cover 300 square feet with one coat of paint, *divide* the total square feet by 300 to find the number of gallons of paint needed to paint the room.

☑ **NOTE:** You may also need paint for the *baseboard.*

Use the above procedure to calculate the amount of paint needed. Show your work.

1. A room that is 15 feet x 11 feet, with a ceiling 8 feet high.

2. A room that is 17 feet x 13 feet, with a ceiling 9 feet high.

3. Choose one room in your house. Estimate the wall paint needed for that room. Provide the following information:

   Room size: ______________________

   Ceiling height: ______________________

   Total square feet: ______________________

   One gallon of paint covers ____ square feet.

   Amount of wall paint needed: ______________________

APPLIED
ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

75

Name ______________________________ Score __________

Analyze a Budget

After graduation from high school, Mason moved into his first apartment. In order to pay his bills, Mason needs to make a budget for himself. Use the information below to analyze his budget.

- Take-home pay of $1200 per month

- Expenses for one month are:

Car payment	$225.00
Church contribution	60.00
Miscellaneous expenses (birthday gifts, etc.)	10.00
Laundry and cleaning	30.00
Recreation	50.00
Car expenses	70.00
Utilities	55.00
Groceries	120.00
Eating out	80.00
Rent	200.00
Savings for college	60.00
Cash reserve	60.00
Telephone bill	35.00
Cable TV	30.00
Clothing	50.00
Set-aside for renter's insurance annual payment	12.00

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals

Math Application
- Solve percent problems

Functional Math
- Solve practical problems
- Solve income/expense problems
- Prepare a budget

Functional Social Studies
- Practice responsible personal economics
- Prepare a personal budget

Complete the budget form below and see if Mason has enough personal income to meet all of his expenses.

SAVINGS

1. College savings $__________
2. Cash reserve __________
3. Total $__________

FIXED EXPENSES

4. Rent __________
5. Utilities, phone, cable __________
6. Car payment __________
7. Contribution __________
8. Total $__________

FLEXIBLE EXPENSES

9. Miscellaneous __________
10. Laundry and cleaning __________
11. Recreation __________
12. Car expenses __________
13. Eating out __________
14. Groceries __________
15. Clothing __________
16. Total $__________

PERIODIC EXPENSES

17. Insurance set-aside __________
18. Total $__________

What percentage of his income does Mason spend on:

19. Fixed expenses? __________
20. Flexible expenses? __________
21. Periodic expenses? __________
22. Savings? __________

23. Mason's car needs new tires all the way around. They will cost $120.00 each. He will also have the wheels aligned at a cost of $25.00. As a result, he will have a sizable extra expense next month. Where can he cut expense, so he won't go over his budget?

____

____

____

24. Where should Mason make the cuts in his expenses? Check the appropriate space.

____ Savings

____ Fixed expenses

____ Flexible expenses

____ Periodic expenses

25. Give three specific ideas for making the cuts suggested above.

____

____

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

76

Name ______________________________ Score __________

Prepare a Monthly Budget

Complete a monthly budget by filling in the budget areas listed below.

	Amt./yr.	Amt./mo.	Actual/mo.
1. Income			
2. Regular Fixed Expenses			
a. ____________			
b. ____________			
c. ____________			
Subtotal			
3. Daily Expenses			
a. Food and beverage			
b. Clothing			
c. Transportation			
d. Health and personal			
e. Household operation			
Subtotal			
4. Personal Expenses			
a. Allowances			
b. Contributions			
c. Recreation			
Subtotal			

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals

Functional Math
- Prepare a budget

Functional Social Studies
- Practice responsible personal economics
- Prepare a personal budget

5. Savings and Set-asides

    a. Large bills

    b. Future goals

Subtotal

Grand Total

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary

Operation and Calculation
- Calculate with whole numbers
- Calculate with fractions
- Calculate with decimals
- Convert whole numbers to fractions

Functional Social Studies
- Practice responsible personal economics
- Prepare a personal budget

Name ______________________________ Score ________

Calculate a Budget for Housing

There are three basic spending guidelines to follow when deciding how much to spend on housing. Following any one of them will help you safely budget for housing.

- Spend no more than 2 1/2 times gross annual income for buying a house.

  ☑ **NOTE:** "Gross annual income" is the total income before deductions.

- Spend no more than 1/3 of net monthly income for housing costs.

  ☑ **NOTE:** "Net monthly income" is income after deductions.

- Divide gross annual income by 60, and spend no more than this figure for monthly housing costs.

  ☑ **NOTE:** Housing costs may include payment, taxes, insurance, and utilities.

Using the three formulas presented above, estimate how much money can be spent on housing in the following situations. Write answers in the spaces provided.

FORMULA 1: Use this formula to answer questions 1, 2, and 3. Budget no more than 2 1/2 times the gross annual income for the purchase of a dwelling.

1. Chelsea's gross annual income is $22,000. How much money can she afford to spend if she decides to buy a house?

   ____

2. Mark and John will pool their resources to buy a house to live in while they are in college. Mark has a gross annual income of $11,000, and John's gross annual income is $12,500. How much money can they jointly afford to spend for a house?

   ____

3. Jerry and Twila are newlyweds who have a combined gross annual income of $55,250. How much can they afford to spend for the purchase of their fist home?

____

FORMULA 2: Use this formula to answer questions 4, 5, and 6. Budget 1/3 of the net monthly income for housing costs.

4. Hank's net monthly income is $1,110. He has found a small house which rents for $350 a month. According to the landlord, Hank will pay for his own utilities, which average $100 a month. Can Hank afford to rent this house?

____

What is the maximum amount this formula will allow Hank for housing?

____

5. Mr. and Mrs. Alverez have a joint net monthly income of $2,200. They have figured that their monthly mortgage payments for the house they want to buy would be $750. Can they afford to buy the house?

____

What is their net monthly income available for housing costs?

____

6. Mr. Whitekettle's net monthly income is $1,235. Mrs. Whitekettle's net monthly income is $2,000. With their joint net monthly income, could they afford to pay a monthly mortgage payment of $1,000? Explain why or why not.

____

____

____

FORMULA 3: Use this formula to answer questions 7 and 8. Divide the gross annual income by 60, and use this figure as the budget figure for monthly housing costs.

7. Margie has accepted a job which pays $18,000 a year. What figure should she keep in mind for monthly housing costs as she looks for a house or apartment to rent?

____

8. Chuck earns $5.50 an hour for working 40 hours a week. How much does Chuck earn in a week?

____

How much does Chuck earn in a year?

____

How much can he afford to spend monthly for housing?

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

78

Name ______________________________ Score __________

Using Military Time

Operation and Calculation
- Calculate with whole numbers
- Converts units of measure

Math Application
- Select/apply mathematical formula
- Solve time/rate/distance problems

Military time is a way of expressing time on a 24 hour clock rather than a 12 hour clock. Military time is figured by the following steps.

1. For A.M. times, all military times are the same as 12 hour times except for 12 A.M. times. Twelve A.M. times are expressed in military time as 00.

   ☑ **NOTE:** 12:15 A.M. would be 0015 hours.

2. If the time on a 12 hour clock is P.M. time, add 12 to the hour and you will have Military time.

   ☑ **NOTE:** 12:15 P.M. would be 1315 hours, 3:45 P.M. would be 1545 hours, 11:55 P.M. would be 2355 hours.

3. Express Military time in hours using four digits.

   ☑ **NOTE:** 1:00 A.M. is 0100 hours. 3:00 P.M. is 1500 hours.

Write the following times in Military time.

1. 12:25 A.M. ______________________________

2. 3:18 P.M. ______________________________

3. 6:45 P.M. ______________________________

4. 12:37 P.M. ______________________________

5. 1:11A.M. ______________________________

Write the following Military times as 12 hour times.

6. 1700 hours ______________________________

7. 0217 hours ______________________________

8. 2325 hours ______________________________

9. 1947 hours ______________________________

10. 0048 hours ______________________________

Your VCR is programmed using military time. You want to record a movie that starts at 10:00 P.M and lasts 2 hours and 45 minutes. What time should you set recording to start and stop.

11. Start ______________________________

12. Stop ______________________________

Name ______________________________ Score __________

Convert Recipes

Operation and Calculation
- Calculate with whole numbers
- Calculate with fractions
- Convert whole numbers to fractions
- Converts units of measure

Math Application
- Use English and metric measures

Functional Math
- Solve practical problems

If you expect to serve a different number than the recipe calls for, you must convert the recipe to the yield you want. To convert means to change. When you convert a recipe, you change the quantity of each ingredient. You either increase or decrease it by the same amount as you wish to increase or decrease the yield.

To halve a recipe, use exactly one-half the amount of each ingredient.

EXAMPLE: 1/2 x 250 ml = 125 ml

1/2 x 3 tablespoons = 1 1/2 tablespoons or
1 tablespoon plus
1 1/2 teaspoons

☑ **NOTE:** If the divided recipe calls for less than one egg, beat a whole egg. Using a tablespoon, divide the beaten egg evenly into two custard or tea cups.

To double a recipe, use exactly twice the amount of each ingredient.

EXAMPLE: 2 x 250 ml = 500 ml

2 x 3 tablespoons = 6 tablespoons or 1/4 c. plus 2 T.

REMEMBER
16 tablespoons = 1 cup
1 tablespoon = 3 teaspoons
1/2 tablespoon = 1 1/2 teaspoons

☑ **NOTE:** When you divide a recipe or double a recipe, write down the reduced or increased version. Double-check your arithmetic. If ingredients do not divide evenly, you may want to make the whole recipe and freeze half to use later. Also, express amounts in the most convenient unit of measurement.

1. Change each of the following ingredients to accommodate yield change from 100 to 500. Remember to convert to the largest measurement.

   ☑ **NOTE:** Show your arithmetic.

   a. 8 oz. apples ______________________________

   b. 2 c. bananas ______________________________

   c. 6 qt. pears ______________________________

   d. 4 pt. oranges ______________________________

2. Change each of the following recipe ingredients to accommodate yield change from 12 to 6.

   ☑ **NOTE:** Show your arithmetic.

   a. 3 c. flour ______________________________

   b. 1 T. soda ______________________________

   c. 3/4 c. milk ______________________________

   d. 2 t. salt ______________________________

3. Use the following recipe for Baked Cheese Fondue to accommodate the indicated yields shown below.

Needs two servings

__________ soft bread crumbs

__________ grated cheddar cheese

__________ salt

__________ margarine, melted

__________ eggs, separated

__________ milk

Needs six servings

__________ soft bread crumbs

__________ grated cheddar cheese

__________ salt

__________ margarine, melted

__________ eggs, separated

__________ milk

Serves 4

Baked Cheese Fondue

1 cup soft bread crumbs
1 cup grated cheddar cheese
1/2 teaspoon salt
1 tablespoon margarine, melted
3 eggs separated
1cup milk

4. This recipe for a marinated vegetable salad makes enough for eight people. Assume your class or group is having a picnic, and you need to make a salad to feed 32 people. How much of each of these ingredients will you need? Express amounts in the most convenient unit of measurement. For example: 1000 ml = 1 liter.

Marinated Vegetable Salad serves 8 people	For 32 people
250 ml vinegar	a. ____________
175 ml sugar	b. ____________
125 ml salad oil	c. ____________
5 ml salt	d. ____________
250 g frozen beans	e. ____________
125 g canned peas	f. ____________
5 g onion, chopped	g. ____________

Name ______________________________ Score __________

Pronounce Words Distinctly

Oral Presentation
- Use good speaking techniques
- Select/use words effectively

In order to communicate clearly and correctly, you must be able to pronounce words distinctly and correctly. To practice this skill, complete the following exercises.

1. Read the following tongue twisters aloud. Be careful not to omit any necessary vowel or consonant sounds.

    a. Strict, strong Stephen Stringer snared slickly six silly snakes.

    b. Strong students struggle with strange strategic statistics.

    c. Shy Sarah saw Swiss wristwatches.

    d. The sixth sheik's sixth sheep's dead.

    e. Tie the twine to three tree twigs.

    f. With which winsome witch were you whispering?

    g. Well, when Will whiffed the wild wintry wind, he whisked out his wicked whistle.

    h. At her willful whim, the whip whizzed over the wheelbarrow where Willy was whimpering.

    i. Six long, slim, slick slender snakes slid silently to the floor.

    j. Furthermore, Francis Farkwark fried fifteen fish for Francis Fambush's father.

    k. She stood on the balcony, mimicking him hiccupping and welcoming him inside.

    l. A snifter of smells is not enough for the sniffer to sniff.

    m. Slippery sleds slide swiftly down slick streets.

n. Thomas Tattertoot took tough twine to tie ten twigs to two tall tree trunks.

o. What whim led Whitney White to whittle, whisper, and whimper near the wharf where a whale might wheel and whirl?

p. I never felt felt feel like that fine felt felt.

2. Read the following aloud. Be careful not to omit any necessary vowel or consonant sounds.

bringing
picture
candidate
laboratory
midst
fifths
width
pitcher
prairie

route
window
creek
library
often
February
wash
county
get

3. Translate into writing the following words and phrases.

a. Wuryagoin? ______________________________

b. Whutimiut? ______________________________

c. Dya wanna go widdem or widus? ________________

____

d. Cher turn tucall, Margrut ____________________

e. Wy dincha stoppim? _________________________

f. Watchagonnado nex Winsdy? __________________

g. Ohuhdunno-probly jussidat home asuzhel __________

____

h. Wenzee cumin? ___

i. Uh tole um uh din wanany ___

j. Whidencha gidda ticket forda boxun mach? ___

___

k. Doncha ever unnerstan whucha read? ___

l. Uh dunno wy ya din gimme some ___

4. Translate into writing the following words.

a. Dese ___

b. Dose ___

c. Wen ___

d. Budder ___

e. Thoid ___

f. Ti-ip ___

g. Warsh ___

h. Caounty ___

i. Git ___

5. Rewrite the following sentences using correct English.

a. Bill said, "I wanna work the afternoon shift today."

___

b. John said, "We'll hafta check to see if we have that brand or not."

___

c. The employee said, "I'm gonna check to see if we can have that delivered or not."

___

___

d. "She coulda done that yesterday."

____

e. "Commere. I need your help," said the supervisor.

____

f. "Will you gimme a hand?"

____

g. "Doncha want dessert?" asked the waitress.

____

h. "I dunno if we have any."

____

i. "Hooja say you want to see?"

____

j. "Woncha come back again?"

____

Name ______________________________ Score __________

Analyze Voice Qualities

Make a tape recording of your voice. Then, listen to the tape and complete the rating below. Complete the list on a separate piece of paper.

Have your classmates rate your voice, too. Check back periodically to see if there has been any noticeable progress.

VOICE RATING	Yes	Sometimes	No
Do you speak too loudly or in a noisy manner?			
Do people frequently ask you to repeat a statement you have made?			
Do you speak in the same tone continually?			
Do you speak in the same volume continually?			
Do you speak in an artificial, unnatural, and affected voice?			
Is your voice high-pitched and shrill?			
Do you frequently speak with lungs almost empty?			
Do you speak in long sentences which frequently lose their meaning?			
Do you hiss when using certain letters, such as P, B, T, C, and S?			
Do you speak in mush tones as though you had something in your mouth?			
Do you use "uh" and "er-uh" and "you know" frequently?			

Oral Presentation
- Use good speaking techniques
- Select/use words effectively

General Relating
- Investigate/apply communication process models
- Investigate/apply cross-cultural communication

VOICE RATING	Yes	Sometimes	No
Is your voice clouded and husky?			
Do you talk "through your nose"?			
Do you talk in a jerky manner?			
Do you talk in a whining and apologetic manner?			
Do you talk in a dominating, dictatorial tone?			
Do you stammer and stutter?			
Do you often speak too fast or in a slow drawl?			
Do you mispronounce words frequently?			
Does your voice lose its force and expression at the end of sentences?			
Do you speak in a flat, dull, and colorless tone?			
Do you jumble up consonants which makes your speech hard to understand?			
Do you use a "gushy" or "gooey" voice when talking to friends?			
Do you choke off sounds?			
Is your voice unpleasant when you laugh?			
Do you put the "d," "t," and "ing" on the end of words?			
Do you run words together?			
Do you use slang or speak with an accent?			
Do you have an adequate vocabulary?			
Do your words flow out evenly and clearly?			
Is your voice friendly and cordial?			
Can you be heard clearly in the back of the room when speaking?			
Do you emphasize your main thought?			

APPLIED
ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

82

Name ______________________________ Score __________

Use the Telephone Correctly

Often, the first impression (or possibly the only impression) a customer has of a business is a result of a telephone conversation with an employee. If the customer is treated with courtesy and respect, he or she is much more likely to continue doing business with the organization or individual. However, if a customer is treated rudely, or employees cannot answer the customer's questions satisfactorily, the customer's business is often lost forever. If employees do not answer the telephone promptly, the caller may simply hang up, or may think that the business does not care about its customers.

Use the following situations to practice both your telephone skills and your telephone message taking skills. Write a telephone message for the first situation. Have another student assist you to role play each situation.

1. Place a call to Ms. Harris informing her that the dog kennel she ordered is in.

2. Answer a telephone call directed to Mr. Thomas, manager of Wood's Feed and Seed. The caller wants to know if Mr. Thomas wants to place an ad in the local newspaper in the special section on the county fair. Mr. Thomas is not in.

Language
- State ideas clearly

Functional Writing
- Complete forms and records

Oral Presentation
- Use good speaking techniques

Interactive Communications
- Work effectively in a group
- Apply telephone etiquette

Job Acquisition/ Development
- Master specific job task/procedure
- Apply business etiquette

IMPORTANT MESSAGE

For ____

Date ______________________ Time ______________________ A.M. / P.M.

WHILE YOU WERE AWAY

M ____

OF ____

PHONE NO. ____

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RUSH	
RETURNED YOUR CALL			

MESSAGE ____

____

____

SIGNED ____

Name ______________________________ Score __________

Role Play the Functions of Management

Divide into groups. Using the four functions of management – planning, organizing, directing, and controlling – plan a skit to role play managers using these functions. Members of the other groups will identify the functions presented by your group as they are performed.

☑ **NOTE:** For ideas about situations to role play, check out publications from your library or resource center about good management practices.

Research and Reference
- Select useful resources
- Locate resources
- Find materials in library

Oral Presentation
- Make informative presentations
- Present personal opinion/viewpoint
- Use good speaking techniques
- Select/use words effectively
- Use effective body language

Interactive Communications
- Give/follow oral directions
- Work effectively in a group

General Relating
- Apply information to life experiences

Teamwork/Cooperative
- Give/receive feedback
- Generate ideas

Reading Comprehension
- React to written material

Oral Presentation
- Present personal opinion/viewpoint

Interactive Communication
- Work effectively in a group

General Relating
- Apply information to life experiences

Teamwork/Cooperative
- Select/apply appropriate behavior
- Give/receive feedback

Cognitive Activities
- Analyze/synthesize information

Name ______________________________ Score __________

Role Play Ways to Serve Customers

Read the following situations. Think about how you would respond if the person was your customer, and you really wanted to provide quality service. What could you do that would turn this person into a repeat customer who would recommend you to friends. Write how you would respond. After you have completed the activities, form groups of four or five students. Discuss your responses. Choose one of the situations. Role play it for the class.

1. "I want to buy a green saddle pad. No, maybe I'd rather have a tan one. Or maybe a bright red one. I can't decide; maybe you'd better help me."

____

____

____

____

____

____

2. "I want a pet for my elderly mother. What kind of puppies do you have? Do you have pedigreed animals? Can any of your pets do tricks? What pet is easy to care for, but still very affectionate and loving?"

____

____

____

____

____

____

3. "I need decorations for a 4-H banquet, but I don't know what the kids will like. Do you think they'd like these? We do have a somewhat limited budget."

4. "I want a riding mower with a 48 inch cut, headlights, and an adjustable padded seat. You don't have it. Do you know where I might find one?"

5. "I need 500 pounds of crimped oats and 800 pounds of alfalfa pellets. Hey, did you see all the nice trophies and prizes they were giving out last Saturday? I really liked the director's chairs and the blankets. Do you know what Sam won?"

6. "That's not a good quality leather. It is more important to have hard leather. I know all about leather. I've been buying leather here since before you were born. I know what is good and what isn't."

____

____

____

____

____

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

85

Oral Presentation
- Make informative presentations
- Present personal opinion/viewpoint
- Use good speaking techniques
- Select/use words effectively
- Use effective body language

General Relating
General Relating
- Investigate/apply communication process models
- Participate in group activities

Teamwork/Cooperative
- Select/apply appropriate behavior
- Give/receive feedback

Cognitive Activities
- Analyze/synthesize information
- Devise a solution

Name ______________________________ Score __________

Role Play Responses to Situations Using Communication Techniques

Effective communication between people is the key that opens the door to meaningful relationships. You must develop communication techniques to use with everyone you meet.

Read the following situations. Think about how you would respond. Write your response and tell why you would respond that way. After you have completed the activities, form groups of four or five students. Discuss your responses. Choose one of the situations. Role play it for the class.

1. I hear the dentist is having trouble with his marriage and that he is getting a divorce. Is that right?

   Response: ____

   ____

   ____

   ____

   Reason for response: ________________________________

   ____

   ____

2. I see that Tom has a new pickup, and I saw his wife driving a new car. He must be making a bundle. Guess I'm in the wrong business. What is his salary?

   Response: ____

   ____

   ____

   ____

Reason for response: ______________________________

____

____

3. I saw Jenna at the store yesterday. She looked like she'd been crying most of the night and seemed very upset. I heard she had an abortion. Did she?

____

____

____

____

Reason for response: ______________________________

____

____

4. I will never learn all that history by tomorrow. If I'm going to pass, I'm going to have to cheat. It doesn't matter if I cheat or not because everyone does it.

Response: ____________________________________

____

____

____

Reason for response: ______________________________

____

____

Name ______________________ Score __________

Give Oral Directions

No one can follow directions unless the directions given are stated clearly. Giving directions properly is necessary in business because mixups can cause problems in customer satisfaction, loss of productivity, and loss of money. This assignment sheet will allow you to practice your skill in giving directions.

Remember to tell the other person why the task is important.

Choose one of the situations below and give directions to another person in class. Have the person complete the task as nearly as possible based on your directions. At the end of the exercise, evaluate the results. Were your directions clear enough? If not, how could they be improved?

1. You are the manager of a local business. You have a new sales person, John Smith. Tell John how the telephone in your business operates. Then tell him the correct procedure for receiving a telephone call. Make up a reason to telephone and have the person playing John answer the call.

2. Choose a topic you are familiar with and tell another student how to do something that is part of the chosen topic. If possible, have the student do the procedure in class.

Oral Presentation
- Select/use words effectively

Interactive Communications
- Give/follow oral directions

General Relating
- Investigate/apply communication process models

Name ______________________________ Score __________

Introduce Yourself and Others

The first impression you make when meeting someone may become a lasting one, so be sure that it is a good one. Social skills such as making proper introductions are very beneficial to you at work as well as in social situations. The ability to make proper introductions smoothes the way for better communication and projects an image of confidence. If you need more information about making introductions, use the library or resource center.

Read the following situations and then make the proper introductions in each case. Have others in your class role play with you as needed. Have them acknowledge the introductions.

1. Introduce yourself to another person in your class. Tell your real name and give some information about yourself. Talk to the other person briefly and repeat your name if needed.
2. Introduce Sam Sneed, who runs the Co-Op east of town, to your supervisor at the feed and seed store, Carla Crump. Ms. Crump is older than Mr. Sneed.
3. Introduce yourself to a prospective employer. Describe your education and work experience as it relates to the position you are interested in.
4. You are the sales manager for a local business. You are at a meeting to discuss new sales techniques. Introduce your newest employee, Janet White, to the other sales personnel. Then introduce your guest speaker, Jim Webster, to the group. (Make up some information about him.)

Oral Presentation
- Use good speaking techniques

Interactive Communications
- Work effectively in a group

General Relating
- Investigate/apply communication process models
- Apply information to life experiences

Teamwork/Cooperative
- Select/apply appropriate behavior

Job Acquisition/ Development
- Apply business etiquette

Name ______________________________ Score __________

Introduce a Speaker

As a member of an organization, you may be asked to introduce a guest speaker for a banquet or other type of function. The way you introduce a guest speaker can help or hinder the speaker's presentation.

Using the information given below and the resume that follows, select a topic for a speaker's presentation. Write and then give a one-minute introduction.

Introducing a Guest Speaker

- Set a time limit. Before your introduction, tell your speaker that he or she is to speak for twenty-five minutes and that a five-minute signal will be given before the time is up.
- Review the speaker's resume. Choose appropriate information for use in the introduction. Educational and community activities always are appropriate to use.
- Keep it short. Do not start with the birthdate and relate every event in the resume. Mention only those past experiences that relate directly to the subject of the speech that the speaker is giving.
- Do not try to capture the audience with your personality. Avoid telling a string of funny stories or giving your knowledge of the subject. Remember, the speaker is the one who will give the presentation.
- Create suspense. Create the thought that what the speaker is about to say is important. Mention the speaker's name only once, at the end of your remarks; then stay on the platform with the speaker and lead the applause. Return to your chair during the applause.
- NEVER apologize. If the speaker is a substitute or fill-in due to a program change, do not apologize or make excuses.

Reading Comprehension
- Gain factual information

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Oral Presentation
- Make informative presentations
- Use good speaking techniques
- Select/use words effectively

- Make sure that you pronounce the speaker's name correctly. Give the speaker's name at the end of the introduction, not at the start.

TOPIC: ______________________________

Write your introduction in the space below. If more space is needed, use additional paper.

SAMPLE SPEAKER'S RESUME

NAME: Kayla Reeves

EDUCATION:

Bachelor of Science in Nursing, 1968
University of Oklahoma

Master of Education in Secondary Education, 1977
University of Oklahoma

EXPERIENCE:

Assistant State Supervisor, 1980-present
Oklahoma State Department of Vocational and Technical Education
Stillwater, Oklahoma

Instructor, 1974-80
Health Services Careers
Gordon Cooper Area Vo-Tech School
Shawnee, Oklahoma

Instructor, 1973-74
Associate Degree Nursing Program
Seminole Junior College
Seminole, Oklahoma

Instructor, 1970-73
Health Services Careers and Medical Office Assistant
Canadian Valley Area Vo-Tech School
El Reno, Oklahoma

Office Nurse, 1969-70
Canadian Valley Clinic
El Reno, Oklahoma

Staff Nurse, 1968-69
Parkview Hospital
El Reno, Oklahoma

CERTIFICATES:

Registered Nurse Certificate
Oklahoma Board of Nurse Registration and Nursing Education

Standard Oklahoma School Certificate
Secondary Health Occupations

Provisional Oklahoma School Certificate
Secondary Administrator

MEMBERSHIPS:

American Vocational Association
Oklahoma Vocational Association
Oklahoma Health Occupations Education Teacher Association

SPECIAL ACTIVITIES:

HOE Division of OVA
- Vice-President Elect, 1975-76
- Vice-President, 1976-77
- President Elect, 1977-78
- President, 1978-79
- Past President, 1979-80

Participant, Oklahoma Extern Program, 1978

State HOSA Advisor, 1980-present

Outstanding Young Women of America, 1982

Member, Advisory Committee for Teacher Certification, Central State University

Curriculum committee member for Health Services Careers

HOSA, Inc. Board of Directors
- Member, 1982-present
- Secretary, 1983-84
- Chairman-Elect, 1985-86
- Chairman, 1986-87

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY 89

Name ______________________________ Score __________

Give a Prepared One-minute Talk

Language
- State ideas clearly

Oral Presentation
- Make informative presentations
- Use good speaking techniques
- Select/use words effectively
- Adapt presentation to specific audience

One of the best ways to begin preparing a presentation is to select a topic with which you are very familiar. Prepare a one-minute talk describing yourself. Time the presentation as you practice the talk. Be prepared to give the talk to your class and to be evaluated on your presentation.

Part 1

The speaker whom you have contacted for your class meeting will be arriving at the airport. You have never met this person. Describe yourself in detail so that the person will be able to recognize you in the crowd.

Part 2

Give your presentation to the class.

Name ______________________________ Score __________

Give a One-minute Speech

Research and Reference
- Select useful resources
- Locate resources

Language
- State ideas clearly

Composition
- Develop preliminary outline

Research
- Take notes
- Use note cards

Oral Presentation
- Make informative presentations
- Use good speaking techniques
- Select/use words effectively

The key to giving a successful speech or presentation is good preparation and delivery. Selecting a topic is often the hardest part of writing a speech. A topic that interests you will be easier for you to present to others.

Part 1 - Select a topic

Choose a topic which interests you and which you already know something about, or on which you can easily find information for a one-minute speech.

Health, social, or political issues or a hobby or school activity are areas to consider.

EXAMPLES: smoking in public places, AIDS awareness, national health care and the health care crisis, violence and sex in movies and television, athletics, school projects.

Write your speech topic on the line below.

____

Part 2 - Gather information

Possible reference material for a speech includes the following: your own books or magazines, trade and business publications, school and public libraries, various associations and nonprofit organizations, resource persons, newspapers, and county, state, or federal government agencies. The *Reader's Guide to Periodical Literature* is an index of magazine articles.

1. List possible reference sources you may use in preparing your speech below.

____

____

____

____

____

____

2. After you have gathered reference sources for your speech and read through them, you will need to record relevant information from those sources. Record your information on 3 x 5 cards and follow these guidelines

   - List the source, page number, and date of information you have recorded on each card.

   - Summarize the information in your own words.

   - Unless you want to use a direct quote, do not copy word-for-word from your source. If you do use a quote, mark it in quotation marks and list the author or source, so you will be able to include it in your speech.

   - It is better to take notes on something you are not sure you will use and discard it later than to try to remember where you saw it and look it up again.

Part 3 - Write an outline for your speech

Now that you have gathered the information for your speech, review your notes and make an outline of your speech, using the following format. Have your instructor evaluate your work before you begin Part 4.

TITLE

____

I. INTRODUCTION

____

____

II. BODY

A. First Main Point

____

____

1. Subpoint 1

____

____

2. Subpoint 2

____

____

B. Second main point

____

____

1. Subpoint 1

____

____

2. Subpoint 2

____

____

III. CONCLUSION

____

____

Part 4 - Write a One-Minute Speech

Based on the outline in Part 3, write the final draft of your one-minute speech. Be sure the introduction, body, and conclusion flow together. Check to see that the speech will be clear to your audience. Write your final draft on separate paper.

☑ **NOTE:** After you have studied your speech, you may want to transfer the main points of your speech (or the outline) to index cards to use when you give the speech.

Part 5

Now that you have written your final draft, practice your speech until you are familiar with it. (Rehearsing in front of the mirror is a good way to practice the use of facial expressions and gestures also). You may want to tape your speech and play it back, to see how you sound.

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

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Research and Reference
- Select useful resources
- Locate resources

Language
- State ideas clearly

Composition
- Develop preliminary outline

Research
- Take notes
- Use note cards

Oral Presentation
- Make informative presentations
- Use good speaking techniques
- Select/use words effectively

Name ______________________________ Score __________

Give a Three-minute Speech

You have been asked by a civic club to give a three-minute speech on a current health topic. Select a topic that interests you and would be informative to your audience. Begin collecting related information.

Review all resource material and use an outline form to organize the information. An outline should include an INTRODUCTION to begin the presentation and attract and motivate the audience. Next you would bring out the central theme of the presentation that carries your main idea through the BODY of the outline. To close the presentation, a CONCLUSION should repeat or summarize the main point of the presentation or ask for action.

This assignment sheet has four parts that you will need to complete. The first three parts require you to write the introduction, body, and conclusion of a three-minute speech. Part 4 requires that you give the three-minute speech. Use the spaces below each part to organize and outline your information. Ask the instructor to evaluate your outline before you more on to Part 4. Remember the key word to giving a good presentation is *organization.*

CHOSEN TOPIC: ______________________________

RESOURCES USED: ______________________________

____

____

Part 1 - Introduction

____

____

____

____

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Part 2 - Body

Part 3 - Conclusion

Part 4 - Give the Speech

Using the following keys to success in giving a speech, make your presentation in front of the class. Ask for an honest evaluation including strong and weak points.

- **Know your audience** – This means more than names. Get as much background as possible before you meet them. Develop a working knowledge of their needs, interests, and experiences and fit your presentation to this knowledge.

- **Know your field** – The audience will have confidence in you only after you demonstrate your ability. Keep informed of the latest techniques and knowledge.

- **Be prepared** -- Have a clear, specific purpose for each presentation. Introduce each with a preview. Present your points one at a time and in logical order. Keep related ideas together. Keep language simple and sentences short. When technical terms are used, introduce them gradually and explain each fully.

- **Control your presentation** – Set your pace to match the difficulty of the material. Do not be afraid to repeat for emphasis. Use humorous stories or comments to add interest.

- **Make your presentation effective** – When demonstrating, first show the whole operation briefly; then show it one step at a time, explaining as you go along. Emphasize key points. Make full use of instructional aids – models, charts, films, slides, and so on; but use them to improve teaching, not as a substitute for it.

- **Motivate and maintain interest** – Show enthusiasm. Use variety in your presentation. Make your speaking personal. Help the audience see future uses of what they learn.

- **Use your voice wisely** – Speak clearly and loudly enough so that all may hear. Speak slowly enough for meanings to be grasped. It is better to cover less and cover it well. A little variation in your voice will avoid monotony. Use eye contact with the audience.

- **Make sure of progress** – Establish concrete goals and strive to attain them. Know what you can expect from your audience, and hold them to it. Show genuine interest.

Name ______________________________ Score __________

Make Recommendations to Improve Listening Skills

Active listening requires a caring person, one who is interested in the speaker and the intended message.

Read the following characteristics of listening and of not listening; then identify your listening habits by recording specific incidents that occur throughout your work week.

YOU ARE NOT LISTENING TO ME WHEN . . .

You do not care about me.

You say you understand before you know enough.

You have an answer to my problem before I've finished telling you what my problem is.

You cut me off before I have finished speaking.

You are dying to tell me something.

You feel critical of my vocabulary, grammar, or accent.

You tell me about your experience, making mine seem unimportant.

You are communicating to someone else in the room.

You refuse my thanks by saying you have not really done anything.

YOU ARE LISTENING TO ME WHEN . . .

You come quietly into my private world and let me be me.

You really try to understand me even when I am not making much sense.

Reading Comprehension
- Gain factual information
- React to written material

Listening
- Distinguish fact, opinion, and inference

Cognitive Activities
- Analyze/synthesize information
- Draw conclusions

You grasp my point of view even when it is against your own sincere convictions.

You realize that the hour I took from you has left you a bit tired and drained.

You allow me the dignity of making my own decisions even though you think they might be wrong.

You do not take my problem from me, but allow me to deal with it in my own way.

You hold back your desire to give me good advice.

You do not offer me religious solace when you sense I am not ready for it.

You give me enough room to discover for myself what is really going on.

You accept my gift of gratitude by telling me how good it makes you feel to know you have been helpful.

(Author unknown)

Record incidents at school or work that illustrate your listening habits.

1. I was not listening when . . .

2. I was listening when . . .

3. Based on what you have recorded, what recommendations can you make to improve your listening skill?

Name ______________________________ Score __________

Make Recommendations to Improve Communication

Listening
- Apply active listening skills
- Draw conclusions/make generalizations

Interactive Communications
- Give/follow oral directions

General Relating
- Investigate/apply communication process models
- Analyze/apply nonverbal communication
- Investigate/apply cross-cultural communication

Written communication and the spoken word can be misinterpreted and misunderstood by the receiver. Communication is a two-way process involving

- What you mean to say
- What you actually say
- What the other person thinks he or she hears
- What the other person hears
- What the other person says
- What you think the other person says

Visual aids can enhance communication. The use of visuals strongly increases common understanding. Illustrate the importance of visual aids or mental imagery in communication by completing this activity sheet.

Part 1

Have a partner read aloud the following description. In the space provided, sketch or draw the kind of picture these printed words give you.

The body is stout, with arched back; the limbs are short and stout, armed with strong, blunt claws. The ears are long; the tail is thick at the base and tapers gradually. The elongated head is set on a short, thick neck, and at the end of the snout is a disc in which the nostrils open. The mouth is small and tubular, with a long extensible tongue. It is large, measuring 6 feet 8 inches. It is a pale sandy or yellow color. It has little hair so the skin shows through.

Part 2

Answer the following questions.

1. Do you use mental pictures and/or actual pictures to enhance your communication skills? __________ Why or why not?

   ____

   ____

2. What are some problems with written communication? _____

   ____

   ____

3. What are some problems with spoken communication?_____

   ____

   ____

4. Write one incident you recall in which the communication was misinterpreted and/or misunderstood.

____

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____

5. How could this incident have been avoided?

____

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Name ________________________________ Score __________

Make Recommendations for Improving a Promotion Plan

There are several steps to planning advertising and sales promotion activities. From establishing written goals to be achieved to reviewing the program periodically and making necessary adjustments, the manager must take an active role in assuring that the promotion is being used to increase sales within the business.

In this assignment you will interview the owner or manager of a small business and make recommendations for improving the promotion plan used by the business.

Part 1

Interview a manager or store owner for information on the firm's promotion plan.

☑ **NOTE:** Be sure to schedule the interview session in advance and see that you instructor approves of the interview.

NAME OF PERSON BEING INTERVIEWED

____

DATE OF INTERVIEW ______________________________

NAME OF BUSINESS _______________________________

BUSINESS ADDRESS AND TELEPHONE

____

____

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Research
- Take notes

Listening
- Apply active listening skills

Interactive Communications
- Apply questioning techniques
- Conduct/receive interviews

General Relating
- Interact with professional colleagues/associates

Cognitive Activities
- Collect/record information
- Define a problem
- Devise a solution

1. What is the primary purpose of advertising done by your firm?

2. Who is responsible for the advertising done by your firm?

3. Who prepares your advertisements?

4. What method do you use to plan your advertising budget?

5. Why does your firm use this method?

6. Do you use the industry averages, or some other means, to determine how much money you should spend on advertising?

7. How far in advance do you plan your advertising budget?

8. How far in advance do you plan your advertising theme and media?

9. How do you plan special event promotions?

10. (Write in your own question)

11. (Write in your own question)

____

____

____

____

Part 2

Make recommendations for improving the promotion plan used by a small business.

Write your recommendations for improving each of the following areas.

1. Written plan

____

____

____

____

2. Budget plan

____

____

____

____

3. Use of themes and ideas in advertising

____

____

____

____

4. Media used

5. Assignments made to employees

6. Time schedule for completing each element of the program

7. Maintenance of records

8. System for reviewing program and making adjustments

Part 3

Comments by person being interviewed.

Signature of person interviewed

Title of person interviewed

Name ______________________________ Score __________

Formulate Solutions to Community Health Problems

Community health problems affect everyone. Their solutions should be a matter of concern for all citizens. In this assignment you will determine which agencies can be of help for each of the problems. In Part 2 you are asked for possible solutions to these problems.

Part 1

For each of the following community health problems, list one or more health agencies that can be of assistance.

1. Sanitation problems

2. Pollution

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Life Science
- Investigate health issues

Cognitive Activities
- Define a problem
- Devise a solution

Functional Social Studies
- Analyze current events
- Analyze social issues
- Analyze conservation/ ecology issues

3. Natural disasters

4. Chemical abuse

5. Crime

6. Teenage Pregnancy

Part 2

Consider each of the following community problems, then come up with a possible solution to help ease the problem. Be creative; use your imagination.

1. Sanitation problems

2. Pollution

3. Natural disasters

4. Chemical abuse

5. Crime

6. Teenage Pregnancy

Name ______________________________ Score ________

Compare Housing Alternatives

Using textbooks, interviews, and any other available resource, collect information to determine the advantages and disadvantages of the various housing alternatives. Be ready to discuss the advantages and disadvantages with the class.

Type of Housing	**Advantages**	**Disadvantages**
New Single-Family House		
Custom-built, Single-Family House		

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources
- Locate resources
- Find materials in library

Research
- Take notes

Functional Writing
- Complete forms and records

Cognitive Activities
- Collect/record information

Information Analysis
- Collect/record data

Functional Social Studies
- Analyze consumer issues
- Analyze social issues

Type of Housing	**Advantages**	**Disadvantages**
Older or Preowned House		
Mobile Home (Owned)		
Condominium or Duplex (Owned)		

Type of Housing	**Advantages**	**Disadvantages**
Townhouse or Row House (Owned)		
Rented Duplex		
Rented Condominium		

Type of Housing	Advantages	Disadvantages
Rented House		
Institutional		
Vacation or Time-Share		

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing
- Complete forms and records

Cognitive Activities
- Identify critical elements/issues
- Analyze/synthesize information
- Identify/evaluate consequences
- Devise a solution

Name ______________________________ Score __________

Analyze Outdoor Advertisements

It is necessary for small business managers to check their outdoor advertisements for completeness, accuracy, and production quality. This practice does not take much time, but can ensure that the best possible advertisements are being developed for the firm's advertising dollar. By checking each ad, problem areas and omissions may be detected and corrected before the ad is run. A simple checklist may be used to analyze the completeness, accuracy, production quality, and overall effectiveness of an advertisement.

In this assignment you are given a checklist for analyzing outdoor advertisements. Look around your community and find two outdoor advertisements which deal with similar products or services, and which were set up by different sponsors. Once the ads have been selected, complete the checklist and answer the questions provided to analyze the outdoor ads.

Part 1

Draw a sketch of the selected outdoor ads.

1. Outdoor advertisement #1

   a. Sponsor's name ______________________________

   b. Location of ad in community ______________________________

c. Outdoor advertisement #1 - sketch

2. Outdoor advertisement #2

a. Sponsor's name ____________________

b. Location of ad in community ____________________

c. Outdoor advertisement #2 - sketch

Part 2

Complete outdoor advertisement checklists.

OUTDOOR ADVERTISEMENT CHECKLIST			
Ad 1	Yes	No	Comments
Does the ad present a central theme, idea, or philosophy?			
Is there a definite sequence which the customer's eyes will follow through the ad? (visual sequence)			
Does the ad present the product or service from the customer's point of view?			
Does the ad appropriately use store logo and information?			
Can the customer effectively determine the nature of the product or service being advertised?			
Is the ad placed appropriately in the community?			
Does the ad use available space to its best advantage?			
Are colors used to draw maximum attention to the ad?			
Do all of the elements of the ad work together in harmony?			
Is the purpose of the ad made clear?			
Does the ad ask the customer for action, to come in and buy?			

OUTDOOR ADVERTISEMENT CHECKLIST

Ad 2	Yes	No	Comments
Does the ad present a central theme, idea, or philosophy?			
Is there a definite sequence which the customer's eyes will follow through the ad? (visual sequence)			
Does the ad present the product or service from the customer's point of view?			
Does the ad appropriately use store logo and information?			
Can the customer effectively determine the nature of the product or service being advertised?			
Is the ad placed appropriately in the community?			
Does the ad use available space to its best advantage?			
Are colors used to draw maximum attention to the ad?			
Do all of the elements of the ad work together in harmony?			
Is the purpose of the ad made clear?			
Does the ad ask the customer for action, to come in and buy?			

Part 3

Analyze the advertisements by answering the questions that follow.

1. Which of the two advertisements was the more effective overall? Explain your answer.

2. What was the strongest feature of each ad? The weakest? Explain your answers.

   - Ad 1 ______________________

     Strongest feature

     Weakest feature

- Ad 2 ______________________

Strongest feature

____

____

____

____

____

____

Weakest feature

____

____

____

____

____

____

Part 4

Make recommendations to improve outdoor advertisements by answering the following

Write your recommendations for improving each of the outdoor advertisements that was chosen for this assignment.

Advertisement # 1

____

____

____

____

____

____

Advertisement # 2

____

____

____

____

____

____

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Listening
- Apply active listening skills
- Draw conclusions/make generalizations

Cognitive Activities
- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions
- Devise a solution

Name ______________________________ Score __________

Analyze Radio Announcements

Advertisements must be checked for completeness, accuracy, and production quality. By checking each ad, problems may be detected and corrected before the ad is run. A simple checklist may be used to analyze the completeness, accuracy, production quality, and overall effectiveness of an advertisement.

In this assignment, you are given several questions for analyzing radio advertisements. Listen to two taped radio advertisements which deal with similar products or services and which were run by different sponsors. Then answer the questions provided to analyze the radio advertisements.

Part 1

Describe each ad

1. Radio ad #1

   a. Sponsor ______________________________

   b. Product or service being advertised

   ____

   c. Length of commercial ______________________________

   d. Describe the ad in detail

   ____

   ____

   ____

   ____

   ____

   ____

   ____

2. Radio ad #2

a. Sponsor ______

b. Product or service being advertised

______

c. Length of commercial ______

d. Describe the ad in detail

______

______

______

______

______

______

______

Part 2

Complete the following checklists for radio advertisements.

RADIO ADVERTISEMENT CHECKLIST

Ad's sponsor ______

Ad 1. ______

Ad 2. ______

Length of ad

Ad 1. ______

Ad 2. ______

Does ad present a central theme, idea, or philosophy?

Ad 1. ______

Ad 2. ______

Does the ad present the product or service from the customer's point of view?

Ad 1. ____________________

Ad 2. ____________________

Does the content of the ad flow from beginning to end?

Ad 1. ____________________

Ad 2. ____________________

Can the customer effectively determine the nature of the product or service?

Ad 1. ____________________

Ad 2. ____________________

Does the ad provide store location and other information?

Ad 1. ____________________

Ad 2. ____________________

Is the station and time frame used appropriate for the market?

Ad 1. ____________________

Ad 2. ____________________

Are voices easy to understand?

Ad 1. ____________________

Ad 2. ____________________

Are the voices appropriate?

Ad 1. ____________________

Ad 2. ____________________

Are appropriate sound effects used?

Ad 1. ____________________

Ad 2. ____________________

Does the ad use maximum efficiency of air time? (Out of a 30-second commercial, 28 seconds should contain sound).

Ad 1. ______________________________

Ad 2. ______________________________

Does the ad ask the customer for action, to come in, and to buy?

Ad 1. ______________________________

Ad 2. ______________________________

Part 3

1. Which of the two advertisements was the more effective overall? Explain your answer.

____

____

____

____

2. What was the strongest feature of each ad? The weakest? Explain your answers.

____

____

____

____

Part 4

Make recommendations to improve radio advertisements.

Write your recommendations for improving each of the radio advertisements that were chosen for this assignment.

1. Advertisement #1 - Sponsor's name

____

____

____

2. Advertisement #2 - Sponsor's name

____

____

____

APPLIED
ACTIVITIES

***EMPLOYMENT SKILLS
FOR THE TWENTY-FIRST CENTURY***

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Reading Comprehension
- Make generalizations
- React to written material

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Cognitive Activities
- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions
- Devise a solution

Name ______________________________ Score __________

Analyze Newspaper Advertisements

Advertisements should be checked for completeness, accuracy, and production quality. By checking each ad, problems may be detected and corrected before the ad is run. A simple checklist may be used to analyze the completeness, accuracy, production quality, and overall effectiveness of an advertisement.

Look through copies of newspapers and find two advertisements that deal with similar products/services and that were run by different sponsors. Then complete the checklist and answer the questions about the advertisements.

Part 1

Paste ads to separate sheets of paper.

☑ **NOTE:** The ads should be similar in size and by similar companies. Ads should be at least four inches by six inches.

Part 2

Identify the elements of the advertisements

- headline
- white space and border
- subheading
- illustration
- copy
- logo/signature cut

Part 3

Complete a newspaper checklist for each ad.

NEWSPAPER ADVERTISEMENT CHECKLIST

Ad's Sponsor

Ad 1. ______________________________

Ad 2. ______________________________

Does the ad present a central theme, idea, or philosophy?

Ad 1. ______________________________

Ad 2. ______________________________

Does the ad contain an attention-getting headline?

Ad 1. ______________________________

Ad 2. ______________________________

Does the illustration effectively show the merchandise or service?

Ad 1. ______________________________

Ad 2. ______________________________

Does the body copy present a customer-oriented point of view?

Ad 1. ______________________________

Ad 2. ______________________________

Does the ad appropriately use store logo and information?

Ad 1. ______________________________

Ad 2. ______________________________

Does the ad effectively use all elements together in harmony?

Ad 1. ______________________________

Ad 2. ______________________________

Is there a defined sequence which the customer's eyes will follow?

Ad 1. ______________________________

Ad 2. ______________________________

Does the ad ask the customer for action, to come in and buy?

Ad 1. ______________________________

Ad 2. ______________________________

Part 4

Analyze newspaper advertisements.

1. Which of the two advertisements was the more effective overall? Explain your answer.

____

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2. What was the strongest element of each ad? The weakest? Explain your answer.

Ad 1 ______________________________

____

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____

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Ad 2 ______________________________

Part 5

Make recommendations to improve newspaper advertisements.

Write your recommendations for improving each of the advertisements you selected for this assignment.

Advertisement # 1, Sponsor's name ______________________________

247

Advertisement # 2, Sponsor's name ______________________________

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APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY 100

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Name ______________________________ Score ________

Compare the Costs of Background Features

It is always a good idea to comparative shop before making any purchases, especially when buying expensive items such as appliances and home furnishings. Choose two types of each of the identified home furnishings for price comparisons and answer the following questions. Use local department stores, building centers, and/or company sale bulletins as sources of information. Remember that this method of comparative shopping is useful for all types of shopping.

Part 1 Wall treatments

1. **Type 1:** ______________________________

Information source: ______________________________

Cost: ______________ Unit coverage : ______________

Expected lasting quality: ______________________________

Other noted features: ______________________________

____

Type 2: ______________________________

Information source: ______________________________

Cost: ______________ Unit coverage : ______________

Expected lasting quality: ______________________________

Other noted features: ______________________________

____

2. Choose a room. Why would you use this treatment?

____

____

____

3. Which type of wall treatment would you choose? Explain your answer.

____

____

____

Part 2 Floor treatments

1. **Type 1**: ______________________________

Information source: ______________________________

Cost: ______________ Unit coverage : ______________

Expected lasting quality: ______________________________

Other noted features: ______________________________

____

Type 2: ______________________________

Information source: ______________________________

Cost: ______________ Unit coverage : ______________

Expected lasting quality: ______________________________

Other noted features: ______________________________

____

2. Choose a room. Why would you use this treatment?

____

____

____

3. Which type of floor treatment would you choose? Explain your answer.

____

____

____

Part 3 Window treatments

1. **Type 1**: ______________________

Information source: ______________________

Cost: ______________ Unit coverage : ______________

Expected lasting quality: ______________________

Other noted features: ______________________

____

Type 2: ______________________

Information source: ______________________

Cost: ______________ Unit coverage : ______________

Expected lasting quality: ______________________

Other noted features: ______________________

____

2. Choose a room. Why would you use this treatment?

____

____

____

3. Which type of window treatment would you choose? Explain your answer.

____

____

____

Part 4 Ceiling treatments

1. **Type 1**: ______________________________

Information source: ______________________________

Cost: ______________ Unit coverage : ______________

Expected lasting quality: ______________________________

Other noted features: ______________________________

____

Type 2: ______________________________

Information source: ______________________________

Cost: ______________ Unit coverage : ______________

Expected lasting quality: ______________________________

Other noted features: ______________________________

____

2. Choose a room. Why would you use this treatment?

____

____

____

3. Which type of ceiling treatment would you choose? Explain your answer.

____

____

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

101

Reading Comprehension
- Draw conclusions
- React to written material

General Relating
- Participate in group activities
- Identify personal values/attitudes
- Apply information to life experiences

Cognitive Activities
- Analyze/synthesize information
- Draw conclusions
- Devise a solution

Functional Social Studies
- Practice good work ethics

Name ______________________ Score __________

Describe How to Handle Ethical Conflicts

Our ethical values are put on the line many times, sometimes on a day-to-day basis, because of our fear of failure or of being fired or feeling disloyal. How would you handle the following situations? Be honest! After you have completed the activity, discuss your responses with the class.

1. You have just found out that you are not being paid as much as a fellow worker who was hired at the same time and with your same qualifications.

   ____

   ____

2. You were fired from your last job for being late too many times. You have learned your lesson and realize that punctuality is essential for job success. Would you leave the information off your job application?

   ____

   ____

3. A friend is causing productivity problems in your unit because of an alcohol/drug abuse problem. What do you do?

   ____

   ____

4. Your boss tells you to alter a financial report.

   ____

   ____

5. Your supervisor gives you credit for work on a report that was done by a co-worker in your department.

____

____

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____

____

6. List below the things you would NOT do, even at the risk of being fired.

____

____

____

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY 102

Reading Comprehension
- Gain factual information
- React to written material

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Use good speaking techniques

Interactive Communication
- Work effectively in a group

General Relating
- Participate in group activities

Teamwork/Cooperative
- Select/apply appropriate behavior

Cognitive Activities
- Devise a solution
- Transfer knowledge/training to new situations

Name ______________________________ Score ________

Develop Ways to Deal with Unpleasant Situations

At one time or another all people are faced with distressing events, often without warning. For example, a boy may find that his girlfriend is dating someone else, or parents may be told that their child has a broken leg. Weathering an unpleasant, or traumatic happening, usually calls for a solution that is new in relation to previous experiences. It may be that the person facing the situation needs to concentrate on a hobby or on something else that is fun. In some cases, professional help may be required. The need for professional help should not be taken as a sign of weakness. There are many agencies, such as regional guidance centers, that can provide this help.

☑ **NOTE:** Remember, a situation that may seem unimportant to everyone else can be viewed as a crisis by the person involved. No matter how trivial the situation is, it is a crisis to the person involved if that is the way he or she perceives it.

Read each of the situations below and complete the activities that follow. Then discuss your responses with a small group or with the entire class. If you are comfortable doing it, share a personal crisis experience. Discuss how you handled the crisis. Decide if you would have handled it differently today.

1. Bill is a laid-back person who has lots of friends. He is considered well-rounded and is a good athlete who plays both basketball and football. He has been dating Janet for about six months. He has told Janet many times how much she means to him. He has even tried to give her a ring. Janet likes Bill, but she has never made any promises to him, and she would not accept his ring.

   When Janet told Bill she no longer wanted to date him, he was very upset. He started to feel sorry for himself. Now all he ever does is sit at home and watch television.

   What suggestions can you make to help Bill cope with this situation.?

   ____

   ____

   ____

Social Studies Application
- Investigate/apply principles of psychology

Functional Social Studies
- Analyze social issues

2. Carman is a very responsible person. She works full-time during the summer and part-time during the school year. The restaurant where she works is one of the nicest in town so she makes good money in tips. She has convinced her parents that she can save some of her money for college and still make payments on a car. Her parents gave her permission to buy a car but told her they would not be able to give her any money for it. After careful deliberation and shopping around, she found and bought a car she could afford.

   Yesterday when Carman was leaving work, her boss told her the restaurant was closing. A developer had purchased it, and the land was going to be used for a shopping mall. Carman is very depressed because she has no job and is afraid she will lose her car.

   What suggestions can you make to help Carman cope with this situation.?

3. Read and compare the responses to the following two situations.

   Situation 1

   It came as a surprise to Sean Anderson, a 38-year-old engineer, when his boss told him he was to be let go because there wasn't enough work for six engineers. Since Sean was the last engineer to be hired, he was the one to go. Sean understood the situation, but was still very upset. He considered himself a loser. He didn't know what to do because his family depended on his income especially since they just moved into a bigger house with a higher payment.

   Half-heartedly, he made a few random phone calls and wrote a few letters. He applied for jobs for which he wasn't qualified and became more and more discouraged when he was continually turned down. He finally stopped trying and moped around the house. He felt he was too qualified to settle for a get-by job.

Situation 2

Emmett Covington was an engineer in his early forties. He was given a two weeks notice because the company he worked for was closing. He was stunned. It was only normal for him to feel uncertain and anxious about his future. But after a few days, he realized he had to get control of the situation because he had a responsibility to his family.

Emmett made careful plans. After inquiring among colleagues and friends and reading professional journals, he systematically lined up leads. He updated his résumé and carefully maintained his appearance. He actively pursued all prospects. He also took a part-time job while he looked.

Which person do you feel handled their crisis with the most success? Explain your answer.

Reading Comprehension
- Analyze cause and effect
- Draw conclusions
- React to written material

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Interactive Communication
- Work effectively in a group

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Identify values/attitudes
- Select/apply appropriate behavior
- Investigate/apply group dynamics

Name ______________________ Score ________

Determine Strategies to Resist Peer Pressure

Adolescents and young adults are often faced with the challenge of resisting peer pressure. In order to effectively deal with the challenge, you should establish a positive self-image, have clear goals, strive for the attainment of your goals, and develop personal opinions on issues you might face. When faced with a situation where peer pressure is a factor, you can resist by responding in several different ways. One response is to leave the situation; another is to suggest an acceptable behavior to replace the unacceptable one. Another way, and the one that usually is the hardest to take, is to stand up to the pressure and go against it.

Read each of the situations below. Choose the strategy you would take by circling the letter of that response. Explain your choice in the space provided. Then discuss your responses with a small group or with the entire class. If you are comfortable doing it, share a personal experience involving peer pressure. Discuss the choice you made.

1. Amy and Elaine were invited to a party after a football game. When they arrived they discovered that most of the people were drinking alcoholic drinks. Both Amy and Elaine are under the legal drinking age. Elaine encouraged Amy to have a drink. What do you think Amy should do?

   a. Leave the party

   b. Refuse the drink

   c. Suggest another behavior

   Explain why you made the choice.

   ____

   ____

   ____

   ____

   ____

   ____

Cognitive Activities
- Analyze/synthesize information
- Identify/evaluate consequences
- Devise a solution
- Apply intuitive thinking techniques

Functional Social Studies
- Analyze social issues

2. Chris and his friends were hanging out at the mall on Friday night. Chris's friends urged him to go to the music store and shoplift a CD. What do you think Chris should do?

   a. Leave the mall

   b. Refuse to shoplift

   c. Suggest another behavior

   Explain why you made the choice.

   ____

   ____

   ____

   ____

   ____

   ____

3. Tony, Marcia, Janey, and Raymond were studying together for their English final exam. After attempting to get the characters from Shakespeare's plays straight, Janey suggested they make cheat sheets to take to class instead of wasting any more time studying. Tony and Marcia agreed wholeheartedly, and all three urged Raymond to agree. What do you think Raymond should do?

   a. Stop studying with the group

   b. Refuse to cheat

   c. Suggest another behavior

   Explain why you made the choice.

   ____

   ____

   ____

   ____

   ____

   ____

4. Jimmy's parents were out of town for the weekend. His friends wanted to go to an all-night beer party in a neighboring town. They urged Jimmy to allow them to stay at his house after the party and cover for them if their parents called to check on them. What do you think Jimmy should do?

   a. Make up an excuse about why they can't stay

   b. Tell them no

   c. Suggest another behavior

   Explain why you made the choice.

   ____

   ____

   ____

   ____

   ____

   ____

5. On Halloween night, Kelly and her friends were planning to rent videos of horror movies and eat popcorn. As the night progressed, her friends urged her to go with them to throw eggs on the principal's car. What do you think Kelly should do?

   a. Go home

   b. Tell them no

   c. Suggest another behavior

   Explain why you made the choice.

   ____

   ____

   ____

   ____

   ____

   ____

Name ______________________________ Score __________

Make Recommendations for Preventing Bankruptcy

The Federal Bankruptcy Act, which dates back to 1898, gives a fresh start to individuals or corporations who are over their heads in debt. Chapter 13, added to the original act in 1938, is a court supervised way to pay creditors. Other changes or additions have been made to the Bankruptcy Act since Chapter 13 was added.

People should remember that bankruptcy is not an easy way out. There are fees to be paid, and it is sometimes difficult to get credit after bankruptcy.

Read the situations below and answer the questions that follow. Discuss your responses with the class or with a small group of students.

Situation 1

Bill and Freida Jones work at a manufacturing company. Their hourly wages are a couple of dollars above minimum wage. They both enjoy the work, but will admit that at the end of a day they are pretty tired. There are days when they are under pressure to meet certain demands. They have one child and would like to have another soon. They have applied for a loan from the factory's credit union. They have so many debts that it required more than one page to list them. They owe for two cars, their mobile home, credit card accounts, and most of their furniture and appliances.

1. Should this couple be trying to borrow money? Explain your answer.

__Reading Comprehension__
- Gain factual information
- Draw conclusions

__Language__
- Use standard grammar, spelling, and capitalization
- State ideas clearly

__Oral Presentation__
- Use good speaking techniques

__Cognitive Activities__
- Identify critical elements/issues
- Define a problem
- Analyze/synthesize information
- Draw conclusions
- Predict results/outcomes

__Social Studies Application__
- Investigate/apply principles of economics

__Functional Social Studies__
- Practice responsible personal economics
- Use credit responsibly

2. What might be happening to part of their income? Are there financial problems ahead for this couple? Explain your answer.

____

____

____

3. What recommendations would you make to Bill and Freida if they are to avoid bankruptcy? Be specific.

____

____

____

____

Situation 2

Ben Adams is single and only has to provide for himself. He recently got a good job that doubled his yearly salary. He had never been able to spend within his income, but he knew it would be different now. Soon Ben finds himself in the same situation as before. He is heavily in debt, owing about $3000.00 for furniture, $20,000.00 for her new car, and about $3000.00 on his many credit cards. He has just enough money to make all the payments.

1. What recommendation would you make to Ben to prevent him from having to declare bankruptcy?

____

____

____

____

____

2. Do you think Ben is very responsible with his spending? Explain.

____

____

____

APPLIED
ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

105

Reading Comprehension
- Gain factual information
- Draw conclusions
- Make generalizations

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Life Science
- Investigate health issues

Cognitive Activities
- Draw conclusions

Social Studies Application
- Investigate/apply principles of sociology

Functional Social Studies
- Analyze social issues

Name ________________________________ Score __________

Consider Solutions to the Child Abuse Cycle

Child abuse is a major problem, but what can you do about it? How can you tell if a child is abused? Why would parents hurt their own children? In this assignment you will distinguish among types of child abuse and consider ways to stop child abuse.

A victim of child abuse may exhibit unusual behavior such as aggression, withdrawal, or a reluctance to go home. Less noticeable are the psychological signs such as a seeming lack of emotion or low self-esteem.

Most cases of child abuse are committed by a parent, but many children are abused by a relative or caregiver. The causes of child abuse include:

- Emotional immaturity of parent
- Inability to accept parenthood
- Unrealistic expectations
- Abuse during abuser's own childhood
- Substance abuse
- Stress
- Distorted sense of discipline
- Mental instability

Part 1

Distinguish among different types of child abuse. Write a "P" in the blanks before examples of physical abuse, and "E" before examples of emotional abuse, and an "S" before examples of sexual abuse.

_____ 1. Mike is a six-year-old who is very thin and is not dressed appropriately for the weather. On the coldest days Mike wears jeans and a very light T-shirt; often he wears the same clothes for days on end. When the teacher questioned him regarding his nutritional intake, she found that Mike had lunch at school and ate what he could find for supper.

____ 2. Patricia is eighteen years old and has always done very well in school. Her younger sister does not have the same ability. Their parents have always told the younger sister how stupid she is and how, if she thought anything about them, she would try harder at school.

____ 3. Lisa wears sunglasses to school. One day while in the restroom, Lisa takes off her glasses to wash her face. You notice that she has two black eyes.

____ 4. When John bumped the grocery cart into a store display, his mother told him he had always been stupid and clumsy and wished he would watch where he was going.

____ 5. Your friend Mary has confided in you that her uncle is babysitting while her parents are gone. She tells you that her uncle wants to watch her take off her clothes and also wants to bathe her. She feels very uncomfortable about this since she is twelve years old.

____ 6. Young Adventures film company uses children as actors in pornographic films.

Part 2

Child abuse is a major problem, but what can you do about it? Victims and abusers need help, but what kind? In this section you are asked to respond to several situations concerning abuse. Remember many states have laws regarding the reporting of suspected child abuse.

1. What would you do if you suspect a child is being abused?

____

____

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____

____

2. What would you do if you were a parent and suspected that your child was being abused at a day-care center?

3. What would you do if you felt yourself losing your temper and about to hit your child?

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Cognitive Activities
- Identify critical elements/issues
- Define a problem
- Identify underlying causes
- Analyze/synthesize information
- Identify/analyze underlying assumptions
- Draw conclusions
- Identify/evaluate consequences
- Devise a solution

Job Acquisition/ Development
- Practice good work habits/attitudes

Name ______________________ Score __________

Respond to Case Studies by Identifying Appropriate Actions

Read each case study and write suggestions for care of each client. If you need more information, use the library or resource center.

Case Study 1

You have been caring for Mr. Barber on a routine basis over the past year. Mr. Barber has been able to provide much of his own grooming and general care and maintains his independence when possible. Recently you have noticed that when you remind him to wash his face and hands he may wash his arm instead. You have been taking control and washing his face and hands for him. It seems that many activities Mr. Barber was able to do on his own before are no longer accomplished.

What steps could you take to ease the stress on you and still promote Mr. Barber's involvement in his personal care?

Case Study 2

Mrs. Santiago is one of your favorite clients. You have cared for her over the past several years and have watched her memory loss progress. She has begun to hide items, and each time you return to care for her she accuses you of stealing things. You usually find the "stolen" articles hidden in a closet, under the bed, or inside a suitcase hidden in the broom closet. Mrs. Santiago often tells her niece and younger brother that you are stealing her valuables. You are concerned that Mrs. Santiago's relatives will believe her and request that you not return to work.

What can you do to help safeguard your own reputation while meeting the needs of the client and the client's family?

Case Study 3

Miss Benson, who is eighty-eight, has lived in your neighborhood for many years. She lives alone and can usually manage during the day with someone to check on her, but you have recently accepted the job to spend evenings and weekends with her when family cannot be there. During the time you spend together, Miss Benson often talks about her visits to relatives in other states, an incident at work last week, or spending "five whole dollars" on a new dress for the holidays.

Miss Benson speaks of these events as though they happened last week, yet it is apparent that she is talking about incidents that happened long ago. After all, she hasn't been out of her home except to see the doctor or visit her family in several years, she hasn't worked in over thirty years, and very few dresses can be bought for five dollars today.

While Miss Benson enjoys talking about her memories, she should also do things that will help her think about tomorrow and keep active.

What can you do to help Miss Benson enjoy life to the best of her ability?

Name ______________________________ Score ________

Evaluate a Stressful Situation

Read the following case studies and the complete the activities. Be ready to discuss your responses with a group of students or with the class.

Part 1—Case Study 1

John and Annette have been married for two years. John works part-time and takes three courses at a vocational school. Annette has been working at her full-time job for three years. She is very happy with her job. Both have definite goals for their lives. His immediate goal is to finish his school work and get a job that will help them buy a house. However, these plans are suddenly put on hold when they find out Annette is pregnant. She has a health problem that necessitates she stay home during the pregnancy. John plans to continue his classes and find a full-time job to help with finances.

Suddenly Annette is stuck home all day and has few outside contacts. She is depressed and finds herself eating too much and quickly gaining weight. John is either working, in class, or studying and is usually very tired. He is irritable and has been verbally abusive to Annette. He gets impatient hearing about babies, pregnancy, and how Annette feels. Financially they are in a real bind. Since Annette had to quit her job, there is no health insurance to cover medical expenses. Even though it has caused major changes in her life, Annette is excited about having a baby. She wishes John felt the same way. She has noticed that John has been making excuses to spend time away from home, usually with his drinking buddies. His drinking has increased dramatically. She doesn't want to talk to him about his drinking for fear of making him angry.

Although they have a good marriage, their relationship is very strained.

Case Study 2

Karen, a senior at Bigfork High School, is enrolled in a cooperative education class. She is required to work part-time to fulfill the requirements for her class. Karen works in a women's clothing store, hoping to learn fashion merchandising. She wants to own a clothing store someday. She is a cheerleader and has to be at all the games to cheer with the squad. She also has to make time for cheerleading practice and school work.

Reading Comprehension
- Gain factual information
- Draw conclusions
- Make generalizations
- React to written material

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Interactive Communication
- Work effectively in a group

General Relating
- Apply information to life experiences

Teamwork/Cooperative
- Select/apply appropriate behavior

Cognitive Activities
- Collect/record information
- Define a problem
- Predict results/ outcomes
- Devise a solution

Karen's father dies suddenly, and her family begins to rely more on the income from her job. At work, one of the employees is doing a poor job of marking the merchandise and stocking the shelves. When Karen is blamed for it, she tries to explain to her boss that she didn't stock that order, but she's not certain she believed her. Money has been disappearing from the cash register, and all part-time employees are under suspicion. Knowing that she isn't guilty, she tries to do each task promptly. She always looks for more to do and never just stands around visiting.

Unfortunately, all the pressures are starting to get to her. She has already lost ten pounds and has no appetite. She cries easily and often, sometimes for almost no reason. A couple of times after games, her friends have tried to pressure her into relaxing by using drugs. So far she has refused, but it is getting harder and harder for her to cope with the pressures and problems.

Part 2

Choose one of the people (Annette, John, and Becky) from the case studies and answer the questions about only that person.

1. Name of person ______________________________

2. What goals has this person set?

   ____

   ____

   ____

3. Is the person facing positive or negative stress, or both? Explain the stressors.

   ____

   ____

   ____

   ____

4. Describe the stress this person is experiencing.

   ____

   ____

   ____

5. Does the person have a problem that could be helped with time management skills? Explain.

____

____

____

____

6. What positive or negative ways of coping is the person using?

____

____

____

____

7. What else might help the person?

☑ **NOTE:** The earlier a person seeks help, the easier is the recovery.

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8. What agency might be able to help the person? (Research this answer with local health officials, the Yellow Pages, etc.)

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____

9. Predict what you think will happen to the person during the next year.

Reading Comprehension
- React to written material

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Identify values/attitudes

Cognitive Activities
- Apply a problem-solving model
- Analyze/synthesize information
- Draw conclusions
- Devise a solution

Social Studies Application
- Investigate/apply principles of ethics

Functional Social Studies
- Analyze social issues

Name ______________________ Score ________

Analyze a Case Study on Business Ethics

Cindy worked at Green's Grocery store twenty hours a week. She was frequently late and did not notify her immediate supervisor if she was going to be late or absent. Her attitude was bad when she was on the job. She was rude to customers and stood around doing nothing when there was no one to check out.

Mr. Doodles, the manager of the store, was really angry with her, but he didn't want to fire her because he might have to pay unemployment. He decided to create a work climate for Cindy that would be so uncomfortable it would cause her to quit. He told her immediate supervisor about the idea, and she agreed to go along with it. They gave Cindy the worst shift and the most difficult and disgusting jobs to do. When Cindy complained, she was told she could take it or leave. Cindy soon quit.

What ethical issues are involved here for:

Cindy ______________________

Her supervisor ______________________

Mr. Doodles

What would you have done if you were

Cindy

Her supervisor

Mr. Doodles

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY 109

Reading Comprehension
- Gain factual information
- Draw conclusions
- Make generalizations

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Interactive Communication
- Work effectively in a group

General Relating
- Participate in group activities

Cognitive Activities
- Collect/record information
- Define a problem
- Analyze/synthesize information
- Apply intuitive thinking techniques
- Transfer knowledge/training to new situations

Name ______________________________ Score ________

Respond to a Case Study

Everyday business people encounter situations that require decisions to be made. A good manager or team leader knows when immediate decisions are necessary. To do this deciding, good managers or team leaders know they need to collect data as well as really listen to other people. In this assignment you are given a case study that presents a situation that might arise in a business. After you read the case study and answered the questions that follow, discuss your thoughts and responses with a small group of students or with the class.

Part 1

As soon as he returned from lunch one day, Mr. Barber, manager of the Barber Supply Company, called his chief account and said, "Say Amy, come right up to my office. Heard about a fine new system that ought to save us lots of money in accounting department salaries. We're going to try it."

When Amy got to Mr. Barber's office, he said, " Now sit down and let me tell you what we're going to do. We're going to eliminate pennies from all our accounting records. Whole-dollar accounting, they call it. Saves writing or inputting millions of digits a year. A person at lunch today talked about it. Lots of companies are doing it. You can make income tax reports without pennies, so why not use it for our own records. Well, Amy, what do you think?"

"I've heard of the system," answered Amy confidently. "In fact, I've done quite a bit of reading about it. I've talked to some of the members of the accounting group I belong to who have actually used the system. It takes some planning to revise an accounting system, and I wanted to learn more before . . ."

"Planning? Learn more? That's the trouble with accountants; they never take a chance. Why, the only way to do this is to start doing it. After all it's so simple that any third-grader could do it. Just round the dollars—drop 49 cents and under, raise 50 cents and over to the next dollar. That's all there is to it," answered Mr. Barber.

"But Mr. Barber," explained Amy, "clerks will have to know what to do with various accounts. At what point should the variance be handled, when will we raise or lower the amount. And more important, if we're thinking of adopting the system, how will the accounting personnel accept it?"

"How will accounting personnel accept it?" shouted Mr. Barber, growing purple in the face. "Your temperamental accounting people just better accept it if I tell them to. And furthermore . . ."

Just then Mr. Barber's secretary came in and said, "Sorry to disturb you, but Ms. Jackson of J-B Supply Company is on the phone."

Mr. Barber picked up the phone, "Hello, Samantha. . . .Yes, I did enjoy the lunch. I've just been talking to my chief account about that fine new system. . . .Oh, you do? . . . For the last three years . . .Oh, you have alot of literature about it that you think I might like to read and pass along to the accounting people. . . .You what? Had meetings and ran tests before you even made any plans . . . Got good suggestions from the employees after you overcame their resistance to change . . . Several approaches you can take . . . Oh, you had your chief accountant and some of his supervisors visit some offices using the system. Yes, our chief accountant is here now. I'm sure he'd be interested in talking to your people. Thanks for calling, Samantha. Guess I got carried away by the speaker's enthusiasm. I thought it would be easy, but it's more complicated than I thought."

Mr. Barber sat, staring at the phone for several minutes before speaking. Finally he turned to Amy and said, "Well, I guess you figured out what that was about. She called to see if she could be of help. It seems that several years ago, she tried to install a new record-keeping system using what she called the divine authority method. The new system failed miserably. So with this accounting system, she tried a new method and had good results. So go over there and take some of your supervisors. Let's get together again in two weeks and talk about our next step."

Part 2

Answer the following questions. After you have finished, discuss your answers with a group of students or with the class.

1. When their conversation started, what was the difference between Mr. Barber's and Amy's approach to introducing the new system?

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2. What was Mr. Barber's reaction to Amy's suggestions?

3. How did Mr. Barber feel about the accounting personnel?

4. In your opinion, what was Mr. Barber's attitude toward employees in general?

5. What was Mr. Barber's reaction to his conversation with Ms. Jackson?

6. Do you think Mr. Barber learned anything from this experience? Why or why not?

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY 110

Reading Comprehension
- Gain factual information
- Draw conclusions
- Make generalizations

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Listening
- Draw conclusions/ make generalizations

Interactive Communication
- Work effectively in a group

Cognitive Activities
- Collect/record information
- Define a problem
- Analyze/synthesize information
- Draw conclusions
- Identify/evaluate consequences
- Devise a solution

Name ________________________________ Score _________

Respond to a Case Study Using the Problem-Solving Process—1

Good management practices are preventive because proper actions and attitudes on the part of both managers and employees will reduce the need for disciplinary measures. Two of the most important actions that should be taken are listening to what is being said and developing a feeling of ownership, cooperation, and teamwork. Other actions include providing training opportunities; being present when you should be; acting honestly and fairly; developing and using communication skills; working with causes, not just symptoms or effects; and looking for signs of discontent.

Workplace interviews are designed to provide managers and team leaders with the opportunity to meet with employees to privately discuss business matters. The manager and the employee work together to come up with a solution to the problem.

Part 1

Read the case study.

Maria Sanchez has been the manager of the produce department of a grocery wholesale company for six months. When Maria took the job, she inherited five employees. Each of these employees is 35–55 years old and married. They rarely attend parties or other social functions and are confirmed nondrinkers. All five had been with the company for more than ten years when, two months ago, Joan submitted her resignation.

Joan's replacement, 23-year-old Christine Garvery, was selected by Maria and started working three days after Joan left. Christine has a Bachelor's of Business Administration degree; her abilities far exceed those of her four co-workers. Because of her abilities, education, and excellent work habits, she is being considered for a management trainee position with the firm.

Christine is young, single, drinks socially, and enjoys attending social functions and parties. She has been seen in local night spots and has even tried to set up office pools for the university's football games. The other four employees have been critical of her stylish clothes and her life style.

Three weeks ago the other four employees decided to make life miserable for Christine by subjecting her to the silent treatment. That is, they refused to speak to her at all—even on matters of business. Maria considered this behavior inappropriate, unprofessional, and totally out-of-line, not to mention extremely childish. She decided to call the four employees into her office to discuss the situation and to listen to their explanations and reasons.

After listening to them, she pointed out that Christine was an excellent, hard-working employee. She asked them to accept her as a regular staff member and treat her appropriately. They promised to think it over and consult with her again the next day.

First thing the next morning the four employees marched into her office and closed the door behind them. The employee with the longest company service announced, "We have thought over the current situation and your request that we accept the new employee. We think so little of her that we won't even call her by name. We have decided that either she goes by noon tomorrow, or we will all quit."

As soon as he finished speaking, all four employees turned and marched out of the office, giving Maria no chance to respond to the ultimatum.

Part 2

Use the following procedure to find the best response to the situation. After you have finished, discuss your answers with a group of students or with the class.

1. Identify the real problem.

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2. Gather information.

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3. List possible solutions.

4. Evaluate probable results of each solution.

5. Decide on the best solution. Tell how you arrived at this decision.

Name ______________________________ Score ________

Respond to a Case Study Using the Problem-Solving Process—2

Managers, team leaders, and employees make many decisions during the course of a normal working day. In this assignment you will be asked to read a case study and decide how you would react if you were actually part of the situation. Be prepared to discuss and justify your responses in class or in small-group discussions.

Part 1

Read the case study.

Terry Smith has worked as a front-end cashier in a department store for about one year. He knows that the company plans to open several branch stores soon, and he wants to be considered for promotion to front-end supervisor in one of the new stores. One day his supervisor, Marinda Valdez, told Terry that she was planning to go on vacation. She asked him to assume full responsibility for the front end while she was gone. Terry readily agreed, and the store manager approved Terry as acting front-end manager.

While working as front-end manager, Terry frequently was required to consult a bad-check list and to approve only those checks that met store policy: completely filled out in ink, written on a bank less than 50 miles from the store, written for the amount of purchase only, and accompanied by two forms of identification.

Terry felt that this approval practice took too much time and, therefore, began to approve all checks that were presented by customers without checking any standards. He reasoned that the cashiers were ultimately responsible for the handling of all checks and money so the cashier would, no doubt, check all information required to cash a check.

Upon arrival back at work, the full-time front-end supervisor was approached by the store manager and told that the store was experiencing an unusually high number of returned checks.

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Listening
- Draw conclusions/ make generalizations

Interactive Communication
- Work effectively in a group

Cognitive Activities
- Collect/record information
- Define a problem
- Analyze/synthesize information
- Draw conclusions
- Identify/evaluate consequences
- Devise a solution

Part 2

Use the following procedure to find the best response to the situation. After you have finished, discuss your responses with a group of students or with the class.

1. Identify the real problem.

2. Gather information.

3. List possible solutions.

4. Evaluate probable results of each solution.

5. Decide on the best solution. Tell how you arrived at this decision.

APPLIED
ACTIVITIES

**EMPLOYMENT SKILLS
FOR THE TWENTY-FIRST CENTURY**

112

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Listening
- Draw conclusions/ make generalizations

Interactive Communication
- Work effectively in a group

Cognitive Activities
- Collect/record information
- Define a problem
- Analyze/synthesize information
- Draw conclusions
- Identify/evaluate consequences
- Devise a solution

Name ______________________________ Score ________

Respond to a Case Study Using the Problem-Solving Process—3

Internal theft accounts for a large percentage of all retail store losses every year. In fact, employees steal billions of dollars in both merchandise and money from their employers' places of business annually. Stopping internal theft is a problem that must be dealt with by both employers and employees.

Part 1

Read the case study.

You have seven full-time and three part-time sales clerks who use four cash registers located in various departments of the store. Each register will allow eight people to ring up sales by using a separate key. Each register has only one cash drawer. You are the assistant store manager and do not have an assigned key or register. Whenever you or the store manager make a sale, it is rung up on someone else's key—usually the one assigned to the department manager.

Three registers have been coming up short for the last three months. You have held store meetings concerning the proper handling of cash register procedures. All employees satisfactorily performed the tasks after the training sessions. You have checked the cash drawers at various times throughout the day. You have checked vacation time taken, the work schedule, and personnel records to determine which employees might be taking the money. These procedures have led you to believe that two of the full-time and all three part-time employees bear watching. Morale has dropped because all the employees know that you and the manager suspect someone of stealing.

Currently everyone uses all registers. Full-time sales clerks are assigned key numbers 1–7, and all three part-time employees use key 8. One part-time employee works 10:00 A.M.–4:00 P.M. Wednesday through Saturday; one works 2:00–8:00 P.M. Monday, Wednesday, and Friday; and one works 2:00–8:00 P.M. Tuesday, Thursday, and Saturday.

Since the shortage has been totally $50–$200 per week from all registers, you have been directed by the store manager to find and get rid of the thief.

Part 2

Use the following procedure to find the best response to the situation. After you have finished, discuss your responses with a group of students or with the class.

1. Identify the real problem.

2. Gather information.

3. List possible solutions.

4. Evaluate probable results of each solution.

5. Decide on the best solution. Tell how you arrived at this decision.

Name ______________________________ Score ________

Respond to a Case Study Using the Problem-Solving Process—4

Employers. managers, team leaders, and employees are faced with problems every day. Everyone must be able to identify problems and work through them to effective solutions. There is no guarantee that the decision made will always be right; however, these people are less likely to make impulsive, snap judgments if they use an established decision-making, problem-solving process. You may complete this assignment individually or as part of a team.

Part 1

Read the case study.

Your best salesperson, who is also the person next in line for management training, has become consistently tardy. About two weeks ago you visited with the employee, and she explained that she was having trouble trying to get everything done each morning before coming to work. She lost her husband recently and now that school has started, it is increasingly difficult for her to get to work on time. Although she is to report to work at 7:30 A.M., she is generally 15–20 minutes late each morning. Although she has been frequently tardy, she is a hard worker; her total work performance far exceeds all other employees.

Last Tuesday, the freight truck arrived with an extra large shipment for your store. Your problem employee was 45 minutes late. This meant that the truck driver and the other employees had to work feverishly to get the truck unloaded before customers began to enter the store. Her explanation this time was that her younger child was ill with the flu all night, and she was late getting around that morning.

Although she faces real personal/family problems and has been able to explain the causes of her tardiness, the other employees think that she is receiving preferential treatment. Tension within the work group has continued to build since the truck unloading problem.

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Listening
- Draw conclusions/make generalizations

Interactive Communication
- Work effectively in a group

Cognitive Activities
- Collect/record information
- Define a problem
- Analyze/synthesize information
- Draw conclusions
- Identify/evaluate consequences
- Devise a solution

Part 2

Use the following procedure to find the best response to the situation. After you have finished, discuss your responses with a group of students or with the class.

1. Identify the real problem.

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2. Gather information.

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3. List possible solutions.

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4. Evaluate probable results of each solution.

5. Decide on the best solution. Tell how you arrived at this decision.

APPLIED
ACTIVITIES

EMPLOYMENT SKILLS
FOR THE TWENTY-FIRST CENTURY **114**

Name ______________________________ Score ________

Respond to a Case Study Using the Problem-Solving Process—5

Every business day, managers and employees are faced with communication and human relations problems. Many of these are caused because of a lack of understanding of the company's organizational structure. It is important that managers, team leaders, and employees understand the organization of the company.

Part 1

Read the case study.

Doug Redeagle has been working part-time in a large department store for three months. He is assigned to the camera department. His job description includes selling merchandise, stocking, housekeeping, and maintaining inventory control. Susan Davidson is the buyer and supervisor for the camera department. Ms. Davidson keeps Doug busy during his hours on the job. However, with the Christmas season nearing, it seems that everyone else is finding additional things for him to do.

For example, while making a run to the stockroom earlier this week, Doug was stopped by the stockroom manager who kept him busy for more than an hour. Doug did not mind unpacking merchandise for the stockroom, but he had not finished his officially-assigned, camera department jobs. On top of that, the jewelry department manager asked Doug to price some merchandise. It took over an hour to complete the jewelry pricing. All the extra requests are making it difficult for Doug to complete his camera department responsibilities.

Doug is a good worker. He knows that his primary responsibility is to the camera department and Ms. Davidson, but it is difficult for a part-time employee to say no to a request from a manager.

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Listening
- Draw conclusions/make generalizations

Interactive Communication
- Work effectively in a group

Cognitive Activities
- Collect/record information
- Define a problem
- Analyze/synthesize information
- Draw conclusions
- Identify/evaluate consequences
- Devise a solution

Part 2

Use the following procedure to find the best response to the situation. After you have finished, discuss your responses with a group of students or with the class.

1. Identify the real problem.

2. Gather information.

3. List possible solutions.

4. Evaluate probable results of each solution.

5. Decide on the best solution. Tell how you arrived at this decision.

APPLIED
ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY 115

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Listening
- Draw conclusions/ make generalizations

Interactive Communication
- Work effectively in a group

Cognitive Activities
- Collect/record information
- Define a problem
- Analyze/synthesize information
- Draw conclusions
- Identify/evaluate consequences
- Devise a solution

Name ________________________________ Score __________

Respond to a Case Study Using the Problem-Solving Process—6

People responsible for inventory control must plan merchandising activities far enough in advance to ensure that their departments will be adequately stocked with the appropriate merchandise. This often means they are ordering bathing suits at Christmas and winter coats during a heat wave. It is often difficult to know what to order when and how much to order, especially if inventory control and ordering are new responsibilities.

Part 1

Read the case study.

Mary Jaworsky was promoted to the position of manager of the junior department of a large clothing store three weeks ago. During a department manager meeting earlier this week, Mary was reminded that she has to order back to school merchandise by the end of next month if she wants to have it for the big back to school sale. That means she has about six weeks to complete her orders.

Although Mary has assisted the previous department manager with ordering, she is not comfortable with this responsibility. She is unsure where to begin. She knows there is a fashion buyers' show in Dallas in two weeks. She also has access to catalogs, trade journals, and past records. She knows she has information available to her, but she has no idea how to put it all together.

Part 2

Use the following procedure to find the best response to the situation. After you have finished, discuss your responses with a group of students or with the class.

1. Identify the real problem.

2. Gather information.

3. List possible solutions.

4. Evaluate probable results of each solution.

5. Decide on the best solution. Tell how you arrived at this decision.

APPLIED
ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY 116

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Listening
- Draw conclusions/ make generalizations

Interactive Communication
- Work effectively in a group

Cognitive Activities
- Collect/record information
- Define a problem
- Analyze/synthesize information
- Draw conclusions
- Identify/evaluate consequences
- Devise a solution

Name ______________________________ Score __________

Respond to a Case Study Using the Problem-Solving Process—7

Every employer and employee must be concerned with safety. There are times when people try to use shortcuts to accomplish their jobs quicker or easier. These shortcuts often by-pass important safety requirements and may lead to accidents and/or hazardous working conditions for themselves and their co-workers. Leaders, managers, and co-workers must make decisions that will ensure safe working conditions for all. In this assignment you will read a case study about safety. You may complete this assignment individually or in a small group.

Part 1

Read the case study.

Terri Johnson has been working for the Acme Department Store for two years. She has held a number of positions within the store. Recently she was promoted to the position of department manager of all hardline merchandise. This is a busy area in the Acme Department Store, and there is a large inventory warehoused in the store. Terri wants to be a good, conscientious manager and has made efforts to improve the cleanliness and safety operations within the department.

Terri has talked to the workers in the hardlines areas about safety precautions; however, she still has employees climbing the storage shelves instead of using the ladder. There are also times when some of the fork-lift drivers appear to be playing on the fork lifts instead of using them for work. She has also noticed that empty cartons are frequently left in the stockroom instead of being thrown away.

Part 2

Use the following procedure to find the best response to the situation. After you have finished, discuss your responses with a group of students or with the class.

1. Identify the real problem. ______________________________

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2. Gather information.

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3. List possible solutions.

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4. Evaluate probable results of each solution.

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5. Decide on the best solution. Tell how you arrived at this decision.

Name ______________________________ Score __________

Respond to a Case Study Using the Problem-Solving Process—8

Businesses that extend credit sometimes have trouble collecting their accounts. The older a past-due account gets, the harder it is to collect. It is important for these companies to have, and use, effective collection policies.

Part 1

Read the case study.

Howard Thomas has been a valued customer for three years. During that period he has been very good about making payments on his account. Following a monthly aging of accounts, you notice that his account has $155.89 fifteen days past due. You telephone his home to talk to him about his delinquent account, but have gotten no answer. On the following monthly statement, you were sure to place an attention-getting sticker on his past due statement. Mr. Thomas has made no effort to pay his bill which is now 45 days past due.

Part 2

Use the following procedure to find the best response to the situation. After you have finished, discuss your responses with a group of students or with the class.

1. Identify the real problem. ______________________________

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Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Listening
- Draw conclusions/ make generalizations

Interactive Communication
- Work effectively in a group

Cognitive Activities
- Collect/record information
- Define a problem
- Analyze/synthesize information
- Draw conclusions
- Identify/evaluate consequences
- Devise a solution

2. Gather information.

3. List possible solutions.

4. Evaluate probable results of each solution.

5. Decide on the best solution. Tell how you arrived at this decision.

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

118

Reading Comprehension
- Make generalizations

General Relating
- Identify personal values/attitudes

Teamwork/Cooperative
- Select/apply appropriate behavior

Cognitive Activities
- Analyze/synthesize information
- Identify/evaluate consequences
- Transfer knowledge/training to new situations

Name ______________________________ Score __________

Respond to Decision-Making Situations

Every second of your life you make decisions. You made a decision about what to wear today. You've probably made decisions about school or work. You even make decisions about how much time to spend watching television.

Some decisions should take only a few minutes to make, while others should be given a great deal of thought. What to order from a menu should take only a few minutes, but what classes to take next year at school or work related decisions should be given more thought.

Making a mature decision involves five clearly defined steps:

1. Identify the exact decision to be made
2. Identify the options and their possible consequences
3. Weigh the choices
4. Make the choice
5. Take responsibility for decision

Part 1

Read the following situations and respond as if you were giving advice to a friend. Remember, it is important to make a decision that is right for you and for the person you are advising.

☑ **NOTE:** The "advice giver" in the following situations should consider the other person's personality traits and give only advice that is in the other person's best interest.

1. Two weeks before the prom, Jim asks your friend Lavern to go to the prom with him. She is not really excited about going with Jim, but at least she will have a date. Three days later, the person she would really like to go to the prom with calls and asks her to the prom. Lavern does not know what to do. She has come to you for advice.

What advice would you give Lavern? Why?

2. The television movie that your younger brother has been waiting to see for months will be shown tonight. Your brother comes home from school very upset. During history class his teacher announced that the nine week's test has been rescheduled for the next day. Your brother asks you what he should do.

   What advice would you give your brother? Why?

3. Your friend, Seth, asks you what you think he should do. One of his girlfriends is trying to talk him into going on an overnight camping trip with a group from school. Since his parents are out of town, his friend says they will never know.

   What advice would you give Seth? Why?

303

4. Your friend Sally has a problem. She has been invited to a lake party by the boy she has been wanting to date for months. He has promised her a good time because there will be plenty of beer and other good "stuff." Sally wants to go, but wants your advice on what you think she should do.

   What advice would you give to Sally? Why?

5. Your friend Pete comes to you with a problem. He has been offered marijuana by one of his friends.

   What advice would you give to Pete? Why?

6. Your sixteen-year-old friend Patty comes to you for advice. Her boyfriend is trying to get her to have sexual intercourse. Patty does not know what to do. She has been dating him for about one month and really likes him a lot.

   What advice would you give Patty? Why?

7. One member of the group that your friend, Brad, was with shoplifted tapes from the record department at the shopping center. Brad is worried.

   What advice would you give to Brad? Why?

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   ____

Part 2

When making decisions, you should take into account everything that is involved. When you can weigh the probable outcome of your decision against your personal goals and values, you will be on the way toward reasoning.

Consider the situations for which you gave advice in Part 1, and then answer the following questions.

1. Did you give advice in any of the situations that you would not want your parents to know about? ____________

   If so, which situations and why? ____________

   ____

   ____

   ____

2. Did you advise a decision in any of the situations that could be emotionally or physically harmful? ____________

   List any decisions that could be emotionally harmful.

   ____

   ____

   ____

List any decisions that could be physically harmful.

____

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____

3. Could any of the advice that you gave have a negative effect on a person's entire future? ____________________

   If so, what advice and why?

   ____

   ____

   ____

4. Did you give advice that you would not be willing to receive?

   ____

   Explain your answer. ____________________________

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APPLIED
ACTIVITIES

EMPLOYMENT SKILLS
FOR THE TWENTY-FIRST CENTURY

119

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Listening
- Draw conclusions/make generalizations

Interactive Communications
- Work effectively in a group

General Relating
- Participate in group activities

Cognitive Activities
- Collect/record information
- Define a problem
- Analyze/synthesize information
- Draw conclusions
- Identify/evaluate consequences
- Identify/develop alternatives
- Evaluate alternatives
- Devise a solution

Name ______________________________ Score __________

Respond to Case Studies Using a Decision-making Process

Goals strongly influence the decisions people make. Individuals need to think about how some decisions will be made *before* being confronted with them. When one can weigh the probable outcome of a decision against personal goals and values, it is a sign of being on the way to mature, rewarding reasoning.

Using the decision-making process, respond to the following situations. If you need additional information about decision making, use the library or resource center. After you have completed this activity, form small groups to discuss your responses to each situation. Report on the discussion to the class.

Situation 1

Mark is a high school junior this year. He has been offered a full-time position working for a local construction company. Mark would have to drop out of school if he accepted the position. He would earn $800 per month. What should Mark do?

Options:

Advantages: ____

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Disadvantages: ____

____

____

Outcomes:

Choose an option:

Evaluate the decision:

Situation 2

Shelly and Jack have been dating for six months. Shelly feels like they are ready for a sexual relationship. Jack knows he wants to go to college and play college baseball; he also knows he is not ready to accept the responsibilities a sexual relationship requires. What should Jack do?

Advantages:

Disadvantages:

Outcomes:

Choose an option: ______________________________

____

____

Evaluate the decision: ______________________________

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Situation 3

Robin, Brad, and Greg have all been best friends since grade school. They have always done everything as a "team." Today, Brad brought marijuana to school to share with Robin and Greg at noon. None of the boys have ever smoked marijuana before. What should Robin and Greg do?

Advantages: ______________________________

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Disadvantages: ______________________________

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Outcomes: ______________________________

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Choose an option: ______________________________

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Evaluate the decision: ______________________

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Situation 4

Debbie and Jim are at a graduation party together. It is getting late and Jim has had too much to drink. Jim insists he is able to drive her home safely. What should Debbie do?

Advantages: ______________________

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Disadvantages: ______________________

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Outcomes: ______________________

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Choose an option: ______________________

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Evaluate the decision: ______________________

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Situation 5

Jerry has applied for admittance at three universities. He has received letters of acceptance from his second and third university choices. He must respond to both universities by tomorrow and either accept or reject their invitations. Jerry has not heard from his first choice yet. What should Jerry decide?

Advantages: ____________________

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Disadvantages: ____________________

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Outcomes: ____________________

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Choose an option: ____________________

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Evaluate the decision: ____________________

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APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

120

Reading Comprehension
- Make generalizations

General Relating
- Identify personal values/attitudes

Teamwork/Cooperative
- Select/apply appropriate behavior

Cognitive Activities
- Analyze/synthesize information
- Identify/evaluate consequences
- Transfer knowledge/training to new situations

Name ______________________________ Score __________

Respond to Case Studies Involving Values

Your values strongly influence your decisions, particularly those decisions concerning sexual behavior. You need to think about how you can cope with your sexual feelings, live by values that you think are important, and also meet your sexual responsibilities. You should also remember the risks of becoming heavily involved in sexual activity; guilt feelings, venereal disease, and pregnancy.

Respond to the following case studies.

Case Study #1

Jean has a deep affection for Buster, and they hope to marry some day. She does not want to consider marriage for a long time because she feels that being married would make her educational goals much harder to attain. Buster has been trying to get Jean to make a sexual commitment to him. Now Buster says that if Jean will not have intercourse with him, he will start dating someone who cares enough for him to make him happy.

1. What do you think is the best activity for Jean? Why? ______

Case Study #2

Eric has the belief that all people should make decisions regarding their life based on careful consideration of their own values and standards. Eric feels that couples should wait until marriage before having sex. Four weeks ago, Eric met Penny, "the girl of his dreams." Eric is tremendously attracted to Penny. Eric and Penny do not seem to have a lot of the same interests; but when they are together, their sexual attraction is very strong. It is easy to be with Penny because she is not shy, and she encourages a lot of closeness.

While on a date last night, things got out of control as Eric and Penny were kissing and holding each other. They ended the evening having sexual intercourse. The next morning Eric felt very guilty and ashamed of himself because he had done something that he felt was wrong for him at this time in his life. He wondered if he head been a very responsible person to himself or to Penny.

2. What do you think Eric should do about his relationship with Penny? Why? ______________________________

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY 121

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Listening
- Draw conclusions/make generalizations

Interactive Communications
- Work effectively in a group

General Relating
- Participate in group activities

Cognitive Activities
- Collect/record information
- Define a problem
- Analyze/synthesize information
- Draw conclusions
- Identify/evaluate consequences
- Identify/develop alternatives
- Evaluate alternatives
- Devise a solution

Name ______________________ Score __________

Practice Using a Decision-making Process

The decision-making process can be of great assistance when making important decisions. This assignment will provide an opportunity to practice making a decision based on a logical decision-making process.

Think of a personal decision that will be made in the near future. Relate each step of the decision-making process to possible actions taken. After you have completed the activity, form small groups to discuss how using a decision-making process helped identify the best decision. Share the ideas of the group with the class.

1. Define the decision to be made: ______________________

   ____

2. Identify alternatives and information resources available:

   OPTION 1: ______________________

   ____

   OPTION 2: ______________________

   ____

   OPTION 3: ______________________

   ____

3. Consider the advantages, disadvantages, and outcomes of each option:

   OPTION 1:

   - ADVANTAGES ______________________

     ____

- DISADVANTAGES ______________________________

  ____

- OUTCOMES ______________________________

  ____

OPTION 2:

- ADVANTAGES ______________________________

  ____

- DISADVANTAGES ______________________________

  ____

- OUTCOMES ______________________________

  ____

OPTION 3:

- ADVANTAGES ______________________________

  ____

- DISADVANTAGES ______________________________

  ____

- OUTCOMES ______________________________

  ____

4. Make the decision by choosing one option: ______________

   ____

5. Evaluate the decision and the outcome: ____________________

____

____

____

____

____

____

6. How could this process be used on the job? ________________

____

____

____

____

____

____

____

____

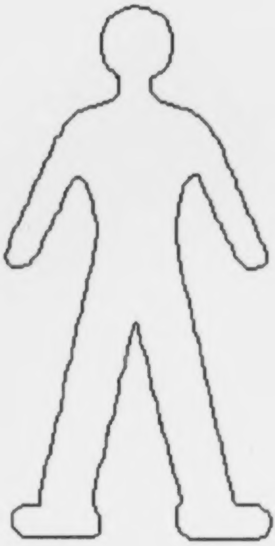
Name ______________________________ Score _________

Analyze Personal Space Needs

Each of us has an invisible "space bubble" or comfort zone that expands and contracts according to what we're doing at the moment, what situation we're in, what our emotional state is, or even what our cultural background is. This zone is the space between oneself and others that brings a feeling of well-being. If a persons comfort zone is invaded, discomfort results. The space a person actually lives in is greater than the amount of space the body occupies. How people experience space is not just a matter of how far they are from one another in inches or feet. Our "space bubble" includes all our senses.

Part 1—Guess Your Space

What is the size or shape of your personal "space bubble"? Estimate the distance you prefer others to keep when approaching from the front, back, and both sides. Draw your estimated bubble around the figure below.



Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Listening
- Apply active listening skills

Interactive Communication
- Work effectively in a group

General Relating
- Analyze/apply nonverbal communication
- Investigate/apply cross-cultural communication
- Apply information to life experiences

Teamwork/Cooperative
- Identify values/attitudes
- Identify needs/drives
- Give/receive feedback

Part 2—Test Your Guess

Choose a partner to help you test your guess. Stand in an open space and have your partner approach you slowly. Measure the distance when your partner gets too close for comfort. Draw your new bubble in a contrasting color on the illustration you have just completed.

1. What difference in attitude or emotion did you feel when approached from the back, front, right side, left side?

2. What emotional reaction did you feel when someone got too close?

3. Was your guess proven correct by your test? If it wasn't, why do you think it was different?

4. Different situations or locations have different comfort zones. Think about how you feel in the following situations. Describe how your comfort zone changes.

At school ______________________________

____

____

In a crowded elevator ______________________________

____

____

At a party ______________________________

____

____

5. Do you think of yourself as a contact or a non-contact person? Explain your answer and give an example.

____

____

____

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

123

Reading Comprehension
- Gain factual information

Functional Reading
- Interpret forms and records
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Listening
- Apply active listening skills

Interactive Communication
- Conduct/receive interviews

Name ______________________________ Score __________

Determine Personal Values Influencing Needs for Space

People have their own personal needs for space. Use this assignment to determine a classmate's need for space, as well as to discuss your own values and how they influence space needs.

Pair up with one classmate. Working in pairs, compare factors that affect each other's needs for space. Using the form below, interview your partner. Be prepared to discuss your findings in class.

Part 1—Interviewee Statistics

Age: __________

Sex: __________

Number of people in the household: ____________________

1. Are your space needs met in your current housing situation? Explain your answer. ____________________

2. In what part of your home do you spend the most time?

3. What is it about that room that makes you enjoy spending time there?

4. How do your hobbies and interests affect your housing space needs?

5. What changes could be made to your home to better meet your family's space needs?

Part 2—Interviewer's Findings

1. What did you learn about your partner and her or his space needs through this assignment?

2. What did you learn about your own space needs by completing this assignment?

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY **124**

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Analyze/synthesize information
- Identify/develop alternatives
- Evaluate alternatives
- Select an alternative
- Transfer knowledge/ training to new situations

Name ______________________________ Score __________

Evaluate Living Space for Personal Needs

Choose a bedroom in your house or in a friend's house. Study the way the room is arranged. Evaluate how this specific arrangement does or does not meet *your personal needs* for bedroom space.

1. Does this room reflect your personal priorities in a bedroom? Explain your answer.

____

____

____

2. What types of sensory cues do you get from this room?

Auditory: ______________________________________

____

Kinesthetic: ____________________________________

____

Olfactory: ______________________________________

____

Thermal: _______________________________________

____

Visual: ____

____

3. Does this room meet your bedroom needs?

____

____

____

4. Does this room incorporate the factors affecting needs for space? Explain your answer.

5. If you could redesign or adapt the room to better meet your personal needs, what changes would you suggest?

6. Would this room meet your lifestyle needs? Explain your answer.

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Data Analysis and Display
- Collect/record data

Cognitive Activities
- Collect/record information
- Analyze/synthesize information

Describe Sensory Clues

- Sensory awareness can affect ways in which a person perceives a room or home environment. Human senses are affected by various aspects of the living space design.
- Choose two living space areas. Spend a few minutes in each area observing characteristics of the environments.
- Answer the following questions based on the sensory cues.

Part 1

Room 1
Room location:

Time of day:

Number of people in the room:

1. What was observed using auditory cues?

2. What was observed using kinesthetic cues?

3. What was observed using olfactory cues?

____

____

4. What was observed using thermal cues?

____

____

5. What was observed using visual cues?

____

____

6. What overall feeling did you get from the sensory cues in this room?

____

____

7. What sensory cue changes would you suggest to improve this setting?

____

____

8. How might the activities during different times of the day affect what was sensed?

____

____

Room 2

Room location: ______________________________

Time of day: ______________________________

Number of people in the room: ______________________________

1. What was observed using auditory cues?

2. What was observed using kinesthetic cues?

3. What was observed using olfactory cues?

4. What was observed using thermal cues?

5. What was observed using visual cues?

6. What overall feeling did you get from the sensory cues in this room?

7. What sensory cue changes would you suggest to improve this setting?

8. How might the activities during different times of the day affect what was sensed?

Part 2

Of the two rooms, in which did you feel most comfortable? Please explain your answer.

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

126

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Interactive Communications
- Work effectively in a group

General Relating
- Participate in group activities
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Identify values/attitudes
- Identify needs/drives

Name ______________________________ Score __________

Examine Personal Feelings on Love

Through thoughtful examination of your feelings and ideas on love, you become more aware that love comes in varied forms and degrees. Furthermore, you can realize that the capacity to love begins with a healthy respect and love for yourself. Write your responses. Discuss the responses in small groups. Appoint a group leader to report the responses to the class.

Part 1

1. If I had to define love in one sentence, I would say that, to me, love is ____
____
____
____

2. As a child, my first memory of feeling loved was ______________
____
____
____
____

3. The first time I knew consciously that I loved another person was ____
____
____
____

4. I feel that I would (have to, not have to) change some things about myself in order for someone else to love me because

5. I think that people first learn to love (choose one):

____ a. as infants

____ b. as young children, when they can communicate with others

____ c. as they go through adolescence

____ d. only when they are mature adults

I have chosen (a, b, c, or d) because

6. I (do, do not) believe in "love at first sight" because

7. I believe that true love (changes, never changes) because

8. The first things, other than good looks, that attract me to a (boy, girl) are

9. I would find it (possible, impossible) to marry someone without first being in love with him/her because

10. Sometimes it has been said that marriage spoils a love relationship. I (agree, disagree) with this statement because

11. When I love somebody, I feel that they should "belong"exclusively to me. I (agree, disagree) with this statement because.

12. I believe that there is usually a certain amount of suffering and unhappiness in any love relationship, due mostly to not being entirely sure of the other person. I (agree, disagree) with this statement because ______________________________

____

____

____

____

Part 2

Use the following questions to evaluate your personal readiness for mature love.

1. I believe that the main cause of unhappiness in a love relationship is ______________________________

____

____

____

____

2. I know that I am falling in love when I feel the following in myself. ______________________________

____

____

____

____

3. I (could, couldn't possibly) love somebody if I discovered that he/she had some big faults because ____________________

____

____

____

____

4. I believe that when you love another person, you owe it to them to try to help them change their faults and develop the best part of themselves. I (agree, disagree) with this statement because ______________________________

____

____

____

5. When I am in love with someone, they seem to be the best-looking, most wonderful person on Earth. When it's over, I see them as they really are. I can explain the difference this way.

____

____

____

____

6. I feel sort of "invisible" until I fall in love with someone and know that they are in love with me. I (agree, disagree) with this statement because ____________________

____

____

____

____

7. Being in love with someone is like existing alone in the world, just the two of you. It doesn't matter what anyone else thinks. Time stops; there's no time to think of the future until it happens. I (agree, disagree) with this statement because

8. I believe I am worth loving because

9. I believe the difference between infatuation and mature love is

333

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing
- Complete forms and records

General Relating
- Participate in group activities
- Identify personal values/attitudes

Teamwork/Cooperative
- Identify needs/drives

Cognitive Activities
- Collect/record information
- Analyze/synthesize information

Name ______________________________ Score __________

Interpret Emotional Reactions

Emotions are the strong feelings that develop when you become aware of unexpected sound, movement, or a new bit of information. Emotions can be happy and pleasant, as when you are surprised with a gift you have wanted for a long time. Emotions can be unpleasant and sad, as when someone you love dies or goes away. Emotions are a part of development.

Some emotions can help you organize your life and escape from danger. Others make you feel disorganized or unable to make a decision, even when it's very important that you take action. Emotions affect the body because the brain and the body work together. Strong emotions like anger or joy can make your heart beat faster, make your mouth feel dry, cause you to sweat, or make your stomach feel tight.

Part 1

On the following pages, record your own and four others' views about emotions. Summarize each of the responses in the spaces provided.

What are emotions?

My views ____

____

____

Others' views

1. ____

____

____

2.

3.

4.

Are emotions helpful or harmful? Give examples.

My views

Others' views

1.

2.

3.

4.

Would you respect a player who cries after losing the big game? Why or why not?

My views ____

____

____

Others' views

1. ____

____

____

2. ____

____

____

3. ____

____

____

4. ____

____

____

Would you vote for a politician who shows emotion by getting "choked up" during a campaign speech? Why or why not?

My views ____

____

____

Others' views

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

4. ______________________________

____

____

What would you think if you saw two men hugging?

My views ______________________________

____

____

Others' views

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

4. ______________________________

____

____

Would you want to work for someone who had a very bad temper? Why or why not?

My views ______________________________

____

____

Others' views

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

4. ______________________________

____

____

What would you do if someone "stole" your boyfriend or girlfriend?

My views ______________________________

____

____

Others' views

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

4. ______________________________

____

____

Part 2

1. What emotions did you feel while taking the poll?

____

____

____

____

____

2. What emotions did you feel after you heard the answers?

3. Is there a difference between your responses?

Explain your answer

Part 3

But what about you? Everyone has basic emotional needs. Some of the more common emotional needs that contribute to a person's mental health are:

- **Belonging** – Need to be part of a family, group, or team
- **Approval** – Need for praise when you have earned it
- **Achievement** – Need to succeed
- **New experiences** – Need for variety in your life
- **Security** – Need to be free from fear

Write one example of how to try to meet each basic need below.

1. Belonging

2. Approval

____

____

____

____

3. Achievement

____

____

____

____

4. New experiences

____

____

____

____

5. Security

____

____

____

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY 128

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Identify values/attitudes
- Identify needs/drives

Name ______________________________ Score __________

Discover Adjustment Mechanisms

Label the following situations and quotations according to the dominant kind of adjustment mechanism being used by placing the appropriate letters in the blanks provided. If you have questions about the mechanisms, find a book that discusses them in the Resource Center or library. Be ready to discuss your choices with a small group or with the class.

A. Giving up too easily ("sour grapes" rationalization)
B. Blaming someone or something else
C. Acting childish
D. Doing something else when a goal or activity failed
E. Taking out feeling on another person, group, or thing
F. Daydreaming about being whose traits you admire
G. Consciously forcing yourself not to think about unpleasant things
H. Developing a personality trait or physical ability to overcome a real or imagined deficiency
I. Expressing emotions as a physical symptom
J. Covering up real problems
K. Transferring emotions to another person

____ 1. "Only socialites belong to the speech club, so I don't really want to join."

____ 2. Getting drunk because you had a fight with your girlfriend or boyfriend.

____ 3. Mother feels that housekeeping has become too routine and, thus, takes out her frustrations on her husband and children.

____ 4. "I can't get a date because I'm too tall."

____ 5. "I can't ask her out because I'm shorter than she is."

____ 6. A person gets in trouble and yells at the next person who gets in his or her way.

____ 7. A person get nervous and eats a lot after a disappointment.

A. Giving up too easily ("sour grapes" rationalization)
B. Blaming someone or something else
C. Acting childish
D. Doing something else when a goal or activity failed
E. Taking out feeling on another person, group, or thing
F. Daydreaming about being whose traits you admire
G. Consciously forcing yourself not to think about unpleasant things
H. Developing a personality trait or physical ability to overcome a real or imagined deficiency
I. Expressing emotions as a physical symptom
J. Covering up real problems
K. Transferring emotions to another person

____ 8. "I couldn't come to the meeting because my car wouldn't start."

____ 9. A fragile boy imagining that he stopped a gang of crooks by himself

____ 10. "I don't want to talk about it.

____ 11. Cheating on the second test because you failed the first one

____ 12. Compulsive gambling

____ 13. Beating fist against the wall

____ 14. A girl with a weight problem who became Miss America

____ 15. "I really didn't want to be cheerleader anyway. It would take too much time."

____ 16. "I can't do that, I'm not as smart as they are."

____ 17. "I'd like to be like my oldest brother."

____ 18. "I'm a minority, poor, and from a broken home."

____ 19. "I have an upset stomach so I'd better go home instead of working today."

____ 20. "Son, I don't want you to drive that far alone at night."

____ 21. "I like her; she reminds me of Susie."

____ 22. Playing tennis to calm frustration and anger.

A. Giving up too easily ("sour grapes" rationalization)
B. Blaming someone or something else
C. Acting childish
D. Doing something else when a goal or activity failed
E. Taking out feeling on another person, group, or thing
F. Daydreaming about being whose traits you admire
G. Consciously forcing yourself not to think about unpleasant things
H. Developing a personality trait or physical ability to overcome a real or imagined deficiency
I. Expressing emotions as a physical symptom
J. Covering up real problems
K. Transferring emotions to another person

____ 23. Crying, pouting, stomping out of a room, refusing to eat or talk

____ 24. "I'm not going to play along if you're going to do that."

____ 25. "I'm too busy to participate" when you really could but are afraid of being laughed at

____ 26. "They won't let me."

____ 27. "Only the popular kids get to plan the prom."

Functional Reading
- Interpret forms and records

Functional Writing
- Complete forms and records

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Identify values/attitudes
- Identify needs/drives

Name ______________________ Score __________

Determine Values Scale and Attitudes

Decide where on the following scales you would place yourself. Discuss your placement with the class if you wish. Do not go along with the crowd just because you fear being different or because you do not want to think seriously about the issue. Also, be cautions not to always mark the middle of the scale. It would be rare for someone to always be exactly in the middle of every issue.

1. How far would you go to be popular?

1 5 10

Do anything including risking health and safety — Do nothing at all

2. How much personal freedom do you have?

1 5 10

All decisions are made for you — Complete freedom of choice

3. How much freedom do you want?

1 5 10

All decisions made for you — Complete freedom of choice

4. How do you feel about what you wear?

1 5 10

Extremely sloppy — Perfectionist - Extremely neat

5. How do you feel about fighting?

1 5 10

Always argues — Never argues

6. How are you about making decisions?

1 5 10

Never makes a decision — Always has a decision or an opinion

7. How do you feel about competition?

1 5 10

Avoids all competition — Winning is everything; will compete at anything

8. How much do you want from your family?

1 5 10

Totally dependent on family — Totally independent

9. How do you feel about school?

1 5 10

Hates school — Loves school

10. How much do you talk to other people?

1 5 10

Never — Always

11. What do you eat?

1 5 10

Health Food — Junk Food

12. How do you feel about marriage and divorce?

1 5 10

Divorce is answer to any problem — Should never divorce

13. How do you handle money?

1 5 10

Spends it as fast as possible — Never spends money unless absolutely necessary

14. What percentage of the time are you happy?

1 5 10

0% — 100%

15. How much do you worry?

1 5 10

Never — Always

16. How much do you try to please authority figures like supervisors or teachers?

1 5 10

Never — Always

17. How would you raise your child?

1 5 10

Permissive, no rules — Strict, a rule for everything

18. How many friends do you need?

1 5 10

None As many as possible

19. How patriotic are you?

1 5 10

Not at all A total patriot

20. How helpful are you to others?

1 5 10

Never does anything for anyone Always ready to help

21. How much time do you spend watching TV and cruising main street?

1 5 10

Very rarely Constantly, it's never off

22. How informed are you of current events?

1 5 10

Totally uninformed Totally informed

23. How clearly do you write?

1 5 10

Perfect handwriting An unreadable scribble

24. How do you celebrate Halloween?

1 5 10

Tricks all day long Treats only

25. How are you at compliments?

1 5 10

Can't receive one — Can't give one

26. How often do you smile?

1 5 10

Never — Smiles all the time

27. How positive are you?

1 5 10

If anything can go wrong, it will — Life is just a bed of roses

Now think of at least five things that reflect your attitudes. Write "X" for where you are now; "O" for where others might place you; and "W" for where you want to be.

1 5 10

1 5 10

1 5 10

1 5 10

1 5 10

APPLIED ACTIVITIES'

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

130

Functional Reading
- Interpret forms and records

Functional Writing
- Complete forms and records

General Relating
- Identify personal values/attitudes

Teamwork/Cooperative
- Identify values/attitudes

Cognitive Activities
- Collect/record information
- Analyze/synthesize information

Name ______________________ Score __________

Examine Values and Wants

Part 1

In ten minutes, list twenty things you like to do. It will be easy at first, but the last few items may take some serious thought. The list may include big things, little things, or seasonal things. List the items on the chart that follows.

☑ **NOTE:** The teacher will not look at your list unless you request it.

EXAMPLES: Go to football games
Cook special meals
Read

In the columns following each item . . .

1. Place a dollar sign by each of the items which cost more than five dollars each time they are done.
2. Place an "A: by each of the items which you prefer to do alone and a "P" by all items which you prefer to do with other people. If you like doing it both ways, write "AP."
3. Place an "O" by each item which is usually done outside and an "I" by each item usually done inside.
4. Place an "N" by each item you would not have listed three years ago and a "W" by those items you think you will still want to do ten years from now.
5. Place an "S" by items you like to do occasionally. Place an "F" by items you like to do frequently.
6. Place an "H" by the items which require some physical activity, such as working with your hands. Place a "T" by the items which require more thinking skill than manipulation.

   EXAMPLES: Reading and writing versus styling hair or riding horses

7. Place an "M" by the items which usually require or are aided by being a member of an organization.

   EXAMPLES: Country club, union, church, civic, or professional organization

8. Place an "L" by the items which require travel over 100 miles from home in order to do.

   EXAMPLES: Skiing, attending a university, going to a live theater, hunting

9. Place a "C" by the items you would want your children to do.

   ☑ **NOTE:** You may want to make up some other ways to categorize your list.

10. Number the five most important items, with number one being the most loved activity, number two the next, and so on. What does this tell you about yourself?

Part 2

Analyze your answers.

1. What do your answers tell you about yourself?

   ____

   ____

   ____

2. Does this have any meaning as far as the kind of career you might select?

   ____

   ____

   ____

3. Does this tell you anything about how to prepare for that kind of life?

4. Does this tell you anything about the location you prefer?

   EXAMPLES: Large city, county, near beach

5. Is it possible to satisfy some needs through your family life or recreational activities?

6. What benefits can you receive from this vocational program that will help you achieve what you want?

7. What future training will be needed to achieve your future goals?

	A.	B.	C.	D.	E.	F.	G.	H.	I.	J.
20 Things I Like To Do...	$	A or P	O or I	N or W	S or F	H or T	M	L	C	1-5
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										

APPLIED
ACTIVITIES

EMPLOYMENT SKILLS
FOR THE TWENTY-FIRST CENTURY

131

Functional Reading
- Interpret forms and records

Functional Writing
- Complete forms and records

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Identify values/attitudes
- Identify needs/drives

Name ______________________________ Score __________

Analyze Grooming Habits and Physical Characteristics.

Check the column which best describes your grooming habits. If you need help in any area, discuss the proper solution with someone who understands the problem or find the answer in one of many good books on grooming, health, and etiquette.

	Do you...	Most of the time	Part of the time	Never
1.	Eat a well-balanced diet?	____	____	____
2.	Drink plenty of liquids?	____	____	____
3.	Control your weight?	____	____	____
4.	Get plenty of sleep at regular hours?	____	____	____
5.	Get enough physical exercise and fresh air?	____	____	____
6.	Have a regular physical check-up?	____	____	____
7.	Have regular dental check-ups?	____	____	____
8.	Avoid being tempted by unhealthy habits?	____	____	____
9.	Keep your nails clean and trimmed and cuticles pushed back?	____	____	____
10.	Have a regular pedicure?	____	____	____
11.	Bathe daily?	____	____	____

	Do you...	Most of the time	Part of the time	Never
12.	Pat your face dry with a clean towel in soft upward strokes?	____	____	____
13.	Wash hair as needed?	____	____	____
14.	Use soap and shampoo appropriate for your skin and hair type?	____	____	____
15.	Use an effective deodorant or antiperspirant daily?	____	____	____
16.	Wear clean undergarments and hosiery daily?	____	____	____
17.	Clean your face thoroughly?	____	____	____
18.	Have a clear complexion?	____	____	____
19.	Keep hands away from face and blemishes	____	____	____
20.	Check eyebrows for stray hairs that need to be properly removed to maintain an attractive shape?	____	____	____
21.	Have your hair cut, styled, or trimmed regularly?	____	____	____
22.	Wear your hair in a style which is flattering to your profile, height, and face shape?	____	____	____
23.	Use dandruff shampoo, rinses, or conditioners, if needed?	____	____	____
24.	Keep your hairbrushes clean?	____	____	____
25.	Brush teeth at least twice daily?	____	____	____

	Do you...	Most of the time	Part of the time	Never
26.	Brush teeth with correct strokes?	____	____	____
27.	Use a breath freshener?	____	____	____
28.	Use dental floss?	____	____	____
29.	Check your full view in mirror before leaving the house?	____	____	____
30.	Purchase clothes wisely to get as much wear as possible out of them?	____	____	____
31.	Select clothing which goes well with your hair, eyes, and complexion?	____	____	____
32.	Wear clothing with necklines and styles which compliment your physical features and which detract from problem areas?	____	____	____
33.	Keep creases in clothes straight?	____	____	____
34.	Keep clothes clean, pressed, and in good repair?	____	____	____
35.	Keep shoes polished and soles and heels repaired?	____	____	____
36.	Wear shoes with good support if you must stand for long periods of time?	____	____	____
37.	Wear complementary accessories and jewelry?	____	____	____
38.	Wear colors and patterns which flatter your shape?	____	____	____
39.	Wear hosiery which is long enough and fits properly?	____	____	____

Do you...	Most of the time	Part of the time	Never
40. Clean out your purse of billfold to get rid of unnecessary items?	____	____	____
41. Protect your skin and hair from sun damage?	____	____	____
42. Smile frequently, easily, and naturally?	____	____	____
43. Place cologne or perfume sparingly on pulse points?	____	____	____
44. Sit, stand, and walk with correct posture and feet pointed straight ahead?	____	____	____
45. Men: Shave or keep facial hair trimmed?	____	____	____
46. Women: Remove hair from underarms and legs?	____	____	____
47. Women: Apply makeup sparingly and wisely to accent your best features.	____	____	____
48. Women: Keep makeup off clothing?	____	____	____

49. Why is grooming important?

At school? ____

____

____

At work? ____

____

____

APPLIED
ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

132

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing
- Complete forms and records

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Identify values/attitudes
- Identify needs/drives

Name ______________________________ Score __________

Analyze Yourself

Part 1

Answer the following questions honestly as they apply to your job and/or classroom experiences by checking the most appropriate column.

	Never	Sometimes	Always
1. Are you able to act naturally under all circumstances?	____	____	____
2. Do you seek opportunities to meet those in positions of authority?	____	____	____
3. Do you avoid criticizing others?	____	____	____
4. Are you able to give credit to others for what they do, rather than trying to get the credit yourself?	____	____	____
5. Do you try to have a positive attitude?	____	____	____
6. Do you have bad breaks?	____	____	____
7. Do you approach your work confidently?	____	____	____
8. Do you think your friends are more capable than you are at most things?	____	____	____
9. Do you try to improve your attitudes?	____	____	____
10. Do you feel others are luckier than you are?	____	____	____

	Never	Sometimes	Always
11. When you fail, do you come right back?	____	____	____
12. Do you treat customers and co-workers as though they are important?	____	____	____
13. Do you expect to succeed?	____	____	____
14. Are you honest?	____	____	____
15. Are you willing to accept more responsibility on your job?	____	____	____
16. Are you free from bad habits which will hinder your progress?	____	____	____
17. Do you discharge your duties promptly and efficiently and with little or no supervision?	____	____	____
18. Do you finish the things you start?	____	____	____
19. Do you feel your present job can help you in your future career?	____	____	____
20. When you see your friends succeed, do you wish you were doing what they were?	____	____	____
21. Do you feel that limitations are things you put on yourself?	____	____	____
22. Do you try to appreciate, understand, and show a sincere interest in customers and co-workers?	____	____	____
23. Do you try to learn as much as you can at work?	____	____	____

	Never	Sometimes	Always
24. At work, do you try to be a real service to the people on the job?	___	___	___
25. Do you try to improve your memory of prices, procedure, stock locations, delivery dates, and customers' preferences?	___	___	___
26. Do you work to be free from superstitions and prejudices?	___	___	___
27. Do you listen attentively to what people say without interrupting them?	___	___	___
28. Do you observe closely what is going on around you and try to understand the significance of it?	___	___	___
29. By reading and studying, do you keep informed about current events, your work, your future career, and subjects of popular interest?	___	___	___
30. Can you be depended upon to keep your promises to customers and co-workers?	___	___	___
31. Do you defend from unjust criticism the persons and things (company, co-workers, merchandise) with which you are identified?	___	___	___
32. Do you work toward your goals?	___	___	___
33. Do you measure success by money?	___	___	___
34. Do you try to achieve one goal at a time?	___	___	___

	Never	Sometimes	Always
35. Do you believe we become what we thing about and what we concentrate on achieving?	____	____	____
36. Do you believe the most useful goals are specific goals?	____	____	____
37. Do you feel successful people do not have problems?	____	____	____
38. Do you worry about past mistakes and failures?	____	____	____
39. Do you control your temper?	____	____	____
40. Do you often feel enthusiastic about something you wish to do?	____	____	____
41. Are you able to make decisions about everyday things easily?	____	____	____
42. Are you able to interest yourself in the detail of your job?	____	____	____
43. Are you careful to look on the bright side of situations?	____	____	____
44. Are you able to work pleasantly with others?	____	____	____
45. Do you believe that we receive rewards by giving service to others?	____	____	____
46. Do you try to find ways to help other people at work?	____	____	____
47. Do you believe it is important for a person in business to be civic-minded?	____	____	____

	Never	Sometimes	Always
48. Do you find your dealings with others at work very frustrating?	____	____	____
49. Do you try to be cooperative?	____	____	____
50. Do you avoid carrying tales and gossiping about others?	____	____	____
51. Do you try to see the other person's point of view?	____	____	____
52. Do you refrain from telling others what you think of them?	____	____	____
53. Do you avoid arguments?	____	____	____
54. Do you avoid making fun of others?	____	____	____
55. Do you keep out of other people's business?	____	____	____
56. Do you avoid finding fault with everyday little things?	____	____	____
57. Do you keep your personal troubles to yourself on the job?	____	____	____
58. Do you feel honesty is the way to success?	____	____	____
59. Do you really enjoy your work?	____	____	____
60. When you feel "down," do you try to work harder?	____	____	____
61. Do you think about others on special occasions, such as birthdays, times of sorrow, and times of happiness, and do you send them some expression of your thoughts?	____	____	____

	Never	Sometimes	Always
62. Do you congratulate your friends upon their achievements?	___	___	___
63. Do you learn, remember, and use the names of the people you meet?	___	___	___
64. Do you know the rules of etiquette and observe them?	___	___	___
65. Do you think about the rights of others before you think of your own?	___	___	___
66. Do you show respect for everyone regardless of positions?	___	___	___
67. Are you appreciative for everything someone does for you and do you always thank them?	___	___	___
68. Do you believe people who work hard make it unnecessarily difficult on others?	___	___	___
69. Do you try to improve?	___	___	___
70. Do you want to be like your present friends?	___	___	___
71. Do your friends try to operate at their best potential?	___	___	___
72. Do you realize how much your friends influence your achievements?	___	___	___
73. Are you well-groomed?	___	___	___
74. Do you do just enough to get by?	___	___	___

	Never	Sometimes	Always
75. Do you smile often?	____	____	____
76. Do you really know that you are a unique and valuable person?	____	____	____
77. Do you think about exciting possibilities in your future work?	____	____	____
78. Do you try to improve your human relations skills?	____	____	____
79. Do you feel you are mature in your attitudes, outlook, and actions?	____	____	____
80. Do you try to see yourself as others see you?	____	____	____
81. Do you feel you could increase your productivity at work?	____	____	____
82. Do you feel that wanting money is wrong?	____	____	____
83. Do you believe there is any value in accumulating wealth?	____	____	____
84. Do you believe how much money we earn is determined by how hard it would be to replace us?	____	____	____
85. Do you feel it is wrong for your employer to make a profit?	____	____	____
86. Do you realize that profit provides jobs?	____	____	____
87. Do you try to make every day count?	____	____	____
88. Do you jump from one thing to another when trying to accomplish things?	____	____	____

	Never	Sometimes	Always
89. Do you try to plan your time wisely?	____	____	____
90. Do you believe that for every effect there is a cause?	____	____	____
91. When there is a problem at work or at school, do you try to be part of the solution?	____	____	____
92. Do you get impatient with yourself?	____	____	____
93. Are you patient with others?	____	____	____
94. Do you feel you will be rewarded in some way if you do well at work or at school?	____	____	____
95. Do you refrain from exaggeration?	____	____	____
96. Do you avoid flattering people for personal gain?	____	____	____
97. Do you avoid embarrassing others?	____	____	____
98. Do you return what you borrow to its proper place?	____	____	____
99. Do you accept at least partial blame for failures?	____	____	____
100. Do you respect your parents, elders, employers, and people in authority?	____	____	____
101. Do you have a tendency to try to top a remark made by a previous speaker during a conversation?	____	____	____
102. Are you usually ill at ease with strangers?	____	____	____
103. Are you critical and bossy?	____	____	____

	Never	Sometimes	Always
104. Do you ridicule people who are not present?	___	___	___
105. Do you laugh at others' mistakes?	___	___	___
106. Are you suspicious of other people's motives?	___	___	___
107. Do you avoid talking about yourself, what you own, and your successes?	___	___	___
108. Do you use belittling words and jokes about those with different sex, race, politics, religion, and beliefs?	___	___	___
109. Do you believe that successful people frequently ask themselves, "How can I give more service to others?"	___	___	___
110. Do you use illness as an excuse for not doing well on the job?	___	___	___
111. Do you try not to prejudge customers and other people at work?	___	___	___

Part 2

1. Analyze your responses to the statements. What do you think these responses tell you about yourself? Write some of your thoughts below.

____

____

____

____

____

____

2. Did you find out anything about yourself you'd like to change? Explain?

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

133

Reading Comprehension
- React to written material

Functional Reading
- Interpret forms and records

Functional Writing
- Complete forms and records

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Identify values/attitudes
- Investigate/identify personal styles

Cognitive Activities
- Analyze/synthesize information

Name ______________________ Score __________

Evaluate Personal Qualities of Self

A successful employee should know how to get along with others. By the results of this self-test, you will see how you are doing. The evaluation is designed to help you discover if you have qualities that cause others to like you. Answer each question by circling *Yes, No,* or *Sometimes* at the end of each question.

1.	If you make a promise, do you keep it?	YES	NO	SOMETIMES
2.	If someone, a friend, co-worker, or member of your family, is in need of help, do you give that help cheerfully?	YES	NO	SOMETIMES
3.	Are you frequently witty in a sarcastic way?	YES	NO	SOMETIMES
4.	Do you have a tendency to gain attention by "topping" the remark made by the previous speaker in a conversation?	YES	NO	SOMETIMES
5.	Are you usually ill at ease with strangers?	YES	NO	SOMETIMES
6.	Are you critical of others when you feel they are at fault?	YES	NO	SOMETIMES

7. Can you usually avoid being bossy?	YES	NO	SOMETIMES
8. Are you able to avoid ridiculing other people when they are not present?	YES	NO	SOMETIMES
9. Do you often laugh at the mistakes of others?	YES	NO	SOMETIMES
10. When others make mistakes (in information, in grammar, or in pronunciation), do you correct them?	YES	NO	SOMETIMES
11. Do you smile easily?	YES	NO	SOMETIMES
12. Are you able to praise and compliment other people easily?	YES	NO	SOMETIMES
13. Do you frequently try to reform other people?	YES	NO	SOMETIMES
14. Are you able to keep your personal troubles to yourself?	YES	NO	SOMETIMES
15. Are you suspicious of other people's motives?	YES	NO	SOMETIMES
16. Do you frequently borrow the belongings of others?	YES	NO	SOMETIMES
17. Do you enjoy gossip?	YES	NO	SOMETIMES

18. Are you able to keep out of other people's business most of the time?	YES	NO	SOMETIMES
19. Do you avoid talking about yourself, your belongings, your successes most of the time?	YES	NO	SOMETIMES
20. Do you ever use belittling words when referring to those who differ from you in religion, race, politics, or beliefs?	YES	NO	SOMETIMES

What do you see as your strengths?

What do you see as your weaknesses?

APPLIED
ACTIVITIES

EMPLOYMENT SKILLS
FOR THE TWENTY-FIRST CENTURY

134

Name ______________________ Score __________

Choose Character Traits from a List

sincere
suspicious
cooperative
cheerful
crafty
ethical
persuasive
studious
perceptive
punctual
shy
diligent
prideful
candid
reliable
orderly
kind
reasonable

pessimistic
patient
neat
honest
naive
sloppy
nervous
skeptical
efficient
prejudiced
respectful
imaginative
optimistic
courageous
tactful
energetic
wholesome
generous

open-minded
tense
logical
methodical
sly
grouchy
understanding
truthful
resourceful
short-tempered
compulsive
impolite
idealistic
warm
dependable
good-humored
unselfish
boastful

vain
sociable
scornful
forgetful
headstrong
clumsy
rebellious
mature
friendly
gracious
sarcastic
considerate
courteous
versatile
modest
smart
cordial
daring

Review the 20 traits you chose. Overall is it a favorable or unfavorable picture that you have sketched? Look at your list again, this time remembering that we often distort what we see. Is the person described in your list really you?

What characteristics make you unique? ______________________

____

____

____

____

____

Reading Comprehension
- Draw conclusions
- React to written material

Functional Reading
- Follow written instructions

Functional Writing
- Complete forms and records

General Relating
- Identify personal values/attitudes

Cognitive Activities
- Identify critical elements/issues
- Analyze/synthesize information
- Identify/analyze underlying assumptions
- Draw conclusions
- Apply intuitive thinking techniques
- Evaluate results/outcomes

Social Studies Application
- Investigate/apply principles of psychology

What are your greatest strengths? ______________________________
____
____
____
____

What are your greatest weaknesses? ______________________________
____
____
____
____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY 135

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Identify values/attitudes
- Identify needs/drives
- Investigate/identify personal styles

Leadership/Influencing
- Develop esteem in self/others

Cognitive Activities
- Identify/analyze underlying assumptions
- Devise a solution
- Develop an action plan

Name ______________________________ Score __________

Examine Your Self-Image

People have "mental pictures" of themselves. These pictures show how they see themselves. For the next five minutes, think about and write down a few notes about your self-image. The list below contains words that may help vividly describe the positive side of your self-image.

PERSONALITY CHARACTERISTICS

accepting
affectionate
appreciative
assertive
brave
capable
caring
cheerful
communicative
confident
conscientious
considerate
consistent
cooperative
creative
curious
dependable
determined
disciplined
empathetic
energetic
enterprising
enthusiastic
ethical
fair
faithful
forgiving
friendly
generous
gentle
goal directed
graceful
happy
hard working
healthy
helpful
honest
hopeful
humble
independent
intelligent
kind
knowledgeable
likeable
loving
loyal
motivated
organized
patient
persistent
pleasant
polite
positive
self-confident
sensitive
sincere
supportive
sympathetic
talented
trusting
trustworthy
truthful
understanding
useful

I see myself as being. . .

Ideally, I would also like to be more . . .

I can achieve my ideal characteristics by . . .

APPLIED
ACTIVITIES

EMPLOYMENT SKILLS
FOR THE TWENTY-FIRST CENTURY

136

Name ______________________________ Score __________

Evaluate How Others See You

It is important not only to be your best self but to project a truthful image of your best self. Rate yourself on the following scale and then have someone else rate you as they see you on the second copy of the scale (A "5" on the scale would mean that you greatly project this quality. A "1" on the scale would mean you have very little of this quality.) Look up the meaning of any words you don't understand. You may wish to repeat the process periodically to check on improvement or to ask other people to rate you.

Your copy

Characteristics	**Rating**				
Sense of humor	5	4	3	2	1
Poised	5	4	3	2	1
Systematic	5	4	3	2	1
Courteous	5	4	3	2	1
Cooperative	5	4	3	2	1
Apathetic	5	4	3	2	1
Easily impressed	5	4	3	2	1
Pays attention	5	4	3	2	1
Determined	5	4	3	2	1
Extroverted	5	4	3	2	1
Practical	5	4	3	2	1
Creative	5	4	3	2	1
Patient	5	4	3	2	1
Alert	5	4	3	2	1

Reading Comprehension
- Distinguish fact, opinion and inference
- Draw conclusions

Research and Reference
- Use standard references

Functional Reading
- Follow written instructions

Functional Writing
- Complete forms and records

General Relating
- Participate in group activities
- Identify personal values/attitudes
- Apply information to life experiences

Cognitive Activities
- Identify critical elements/issues
- Draw conclusions
- Evaluate results/outcomes

Job Acquisition/ Development

- Develop self confidence/esteem

Social Studies Application

- Investigate/apply principles of psychology

Characteristics	**Rating**				
Perfectionist	5	4	3	2	1
Pessimistic	5	4	3	2	1
Logical; reasonable	5	4	3	2	1
Leadership qualities	5	4	3	2	1
Impulsive	5	4	3	2	1
Sensible	5	4	3	2	1
Generous	5	4	3	2	1
Sociable	5	4	3	2	1
Tactful	5	4	3	2	1
Rude	5	4	3	2	1
Deceitful	5	4	3	2	1
Considerate	5	4	3	2	1
Sincere	5	4	3	2	1
Forgetful	5	4	3	2	1
Kind	5	4	3	2	1
Inhibited	5	4	3	2	1
Restless	5	4	3	2	1
Possessive	5	4	3	2	1
Irritable	5	4	3	2	1
Loyal	5	4	3	2	1
Selfish	5	4	3	2	1
Thoughtful	5	4	3	2	1
Independent; self-governing	5	4	3	2	1
Emotionally mature	5	4	3	2	1
Self-controlled	5	4	3	2	1
Obeys rules	5	4	3	2	1
Perseverant	5	4	3	2	1
Economical	5	4	3	2	1
Jealous	5	4	3	2	1

Characteristics	**Rating**				
Naive	5	4	3	2	1
Dependable	5	4	3	2	1
Stubborn	5	4	3	2	1
Critical	5	4	3	2	1
Optimistic	5	4	3	2	1
Easily dressed	5	4	3	2	1
Friendly	5	4	3	2	1
Positive	5	4	3	2	1
Ambitious	5	4	3	2	1
Conceited	5	4	3	2	1
Good-natured	5	4	3	2	1
Honest	5	4	3	2	1
Sarcastic	5	4	3	2	1
Inferiority complex	5	4	3	2	1
Enthusiastic	5	4	3	2	1
Resourceful	5	4	3	2	1
Intellectual	5	4	3	2	1
Suspicious	5	4	3	2	1
Shrewd	5	4	3	2	1
Sympathetic	5	4	3	2	1
Emotional	5	4	3	2	1
Self-conscious	5	4	3	2	1
Domineering	5	4	3	2	1
Argumentative	5	4	3	2	1
Broadminded	5	4	3	2	1
Efficient	5	4	3	2	1
Introverted	5	4	3	2	1
Modest, humble	5	4	3	2	1

Your Partner's Copy

Characteristics	**Rating**				
Sense of humor	5	4	3	2	1
Poised	5	4	3	2	1
Systematic	5	4	3	2	1
Courteous	5	4	3	2	1
Cooperative	5	4	3	2	1
Apathetic	5	4	3	2	1
Easily impressed	5	4	3	2	1
Pay attention	5	4	3	2	1
Determined	5	4	3	2	1
Extroverted	5	4	3	2	1
Practical	5	4	3	2	1
Creative	5	4	3	2	1
Patient	5	4	3	2	1
Alert	5	4	3	2	1
Perfectionist	5	4	3	2	1
Pessimistic	5	4	3	2	1
Logical; reasonable	5	4	3	2	1
Leadership qualities	5	4	3	2	1
Impulsive	5	4	3	2	1
Sensible	5	4	3	2	1
Generous	5	4	3	2	1
Sociable	5	4	3	2	1
Tactful	5	4	3	2	1
Rude	5	4	3	2	1
Deceitful	5	4	3	2	1
Considerate	5	4	3	2	1
Sincere	5	4	3	2	1
Forgetful	5	4	3	2	1

Characteristics	**Rating**				
Kind	5	4	3	2	1
Inhibited	5	4	3	2	1
Restless	5	4	3	2	1
Possessive	5	4	3	2	1
Irritable	5	4	3	2	1
Loyal	5	4	3	2	1
Selfish	5	4	3	2	1
Thoughtful	5	4	3	2	1
Independent; self-governing	5	4	3	2	1
Emotionally mature	5	4	3	2	1
Self-controlled	5	4	3	2	1
Obeys rules	5	4	3	2	1
Perseverant	5	4	3	2	1
Economical	5	4	3	2	1
Jealous	5	4	3	2	1
Naive	5	4	3	2	1
Dependable	5	4	3	2	1
Stubborn	5	4	3	2	1
Critical	5	4	3	2	1
Optimistic	5	4	3	2	1
Easily dressed	5	4	3	2	1
Friendly	5	4	3	2	1
Positive	5	4	3	2	1
Ambitious	5	4	3	2	1
Conceited	5	4	3	2	1
Good-natured	5	4	3	2	1
Honest	5	4	3	2	1
Sarcastic	5	4	3	2	1

Characteristics	**Rating**				
Inferiority complex	5	4	3	2	1
Enthusiastic	5	4	3	2	1
Resourceful	5	4	3	2	1
Intellectual	5	4	3	2	1
Suspicious	5	4	3	2	1
Shrewd	5	4	3	2	1
Sympathetic	5	4	3	2	1
Emotional	5	4	3	2	1
Self-conscious	5	4	3	2	1
Domineering	5	4	3	2	1
Argumentative	5	4	3	2	1
Broadminded	5	4	3	2	1
Efficient	5	4	3	2	1
Introverted	5	4	3	2	1
Modest, humble	5	4	3	2	1

Name ______________________________ Score __________

Rate Personal Ability to Cope with Changes

Change is inevitable. Families continually contract and expand, friends come and go, neighborhoods never remain the same, and job fields are constantly shifting.

People learn to successfully manage change in order to prevent it from becoming a crisis situation. These people probably pay fewer economic, emotional, or social costs because of their ability to cope with change.

Complete the following exercise to rate your ability to cope with change.

1. Write a 1, 2, 3, 4, or 5 in each of the following blanks, based on the scale below.

   5 = strongly disagree
   4 = disagree
   3 = neutral
   2 = agree
   1 = strongly agree

   a. Whenever a major change is first suggested, I feel threatened. ____

      EXAMPLE: Moving to another city.

   b. In general, I prefer that things continue the same. ____

   c. I get annoyed when someone asks me to do something different from my usual routine. ____

      EXAMPLE: Having to ride the bus to school instead of driving my car.

Reading Comprehension
- Gain factual information
- React to written material

Functional Reading
- Interpret forms and records

Functional Writing
- Complete forms and records

General Relating
- Identify personal values/attitudes

Teamwork/Cooperative
- Identify values/attitudes
- Identify needs/drives

Cognitive Activities
- Analyze/synthesize information

d. Our family vacations have followed a predictable course, with possibly a single exception, over the past five years. ____

EXAMPLE: Going to grandmother's house every July for one week.

e. I would be happiest if my family could stay exactly as it is now. ____

f. I would rather continue with the "tried and proven" than experiment with new ways of doing things. ____

g. My way of dressing has not changed very much in the past three years. ____

EXAMPLE: You may have started dressing in a more businesslike manner because you have a new job.

h. I become anxious whenever other people make suggestions about a project in which I am working. ____

EXAMPLE: Another student suggests how the class float should be put together.

i. Even when I have ideas for improvements, I am reluctant to voice them. ____

j. My biggest concern is whether I can continue in school as I am until graduation, and then be free to do what I want. ____

2. Score the exercise by adding the points in the blanks. Total points are _________. A total score of 44 to 50 may mean that your ability to cope with change in your life is commendable. A score of 37 to 43 may mean that there is room for some improvement. A score of less than 36 may indicate that there is a definite need for improvement.

3. Read the following analysis of each test question.

Item #a Even though the known may not be what a person wants to hear, it is preferred to the unknown. At the first hint of a major change, a person may feel a sense of great anxiety. People should condition themselves not to react impulsively, and should counter negative responses by considering positive alternatives. This will help reduce anxiety.

Item #b	A person should direct change whenever possible so that there will be positive results. People should put themselves in a position to control change rather than letting it control them.
Item #c	There are many occasions when others may have better ideas than the person making the decision. Listening to these ideas provides an opportunity to learn something new.
Item #d	Most people are creatures of habit; if something works once, it is tried again. But with times such as vacations, people should provide themselves with a break from the normal routine.
Item #e	No family stays the same for long, but family members can look forward to each pending stage expectantly and hopefully. Every stage can be better than the last if the family is determined to look for improvements.
Item #f	Living cautiously is one way to lessen the chance of errors. It is also true that a person is less likely to fall if he or she takes no risks. However, it is equally true that a person is less likely to succeed if the person does not reach out and extend himself or herself. Winners lose more often than do losers, because winners are willing to take reasonable risks.
Item #g	First impressions do count. A person should always try to look his or her best.
Item #h	People can constantly learn from others. Two heads really are better than one, especially when each person feels free to share his or her insights regarding a project.
Item #i	Nearly everyone has a basic fear that their suggestions may be rejected. Whenever making suggestions, make them diplomatically and to the proper people.
Item #j	Living for the future is perhaps the greatest error committed by people who find that they are unhappy with their present lives. Anticipating the future is important, but no more so than enjoying the present, even with its often-trying changes. A good thing to remember is that yesterday is a canceled check, tomorrow is a promissory note, and today is the only legal tender.

4. After reading the analysis of the exercise questions, what could you do differently to improve your ability to cope with change?

____

Explain your answer.

____

____

____

5. List at least three costs that you have incurred from going through a crisis.

☑ **NOTE:** Remember, the costs of a crisis are not always monetary.

EXAMPLE: Crisis – Losing my job
Cost – Temporary loss of self-confidence and self-esteem

Crisis	Cost
____________________	____________________
____________________	____________________
____________________	____________________

6. Were these costs economic, emotional, social, time-related?

Cost	Type
____________________	____________________
____________________	____________________
____________________	____________________

Name ______________________________ Score __________

Monitor Self-Talk

Self-talk is what we say to ourselves about ourselves. If these things are usually negative, our self-esteem is damaged. If they are positive, our self-esteem is enhanced, and we are more able to do the things we want.

1. Keep this assignment with you for four hours. Listen to yourself and write down what you hear yourself say or think about you.

- In the first column, write where you are.
- In the second column, write what you are doing.
- In the third column, write who you are with.
- In the fourth column, write what you talked or thought about. You don't need to write everything you said or thought, just the subject.
- In the last column, write a "+" if it was positive, and a "0" if it was neutral, and a "-" if it was negative.

2. Total the +'s and -'s. Was what you said to yourself overall positive or negative?

3. Review your diary for patterns. Is there a certain time of day when you feel best? Do you feel different about yourself when you are with certain people? If so, how? Where do you feel best about yourself?

Reading Comprehension
- Draw conclusions
- Make generalizations

Functional Reading
- Follow written instructions

Functional Writing
- Complete forms and records

Operation and Calculation
- Calculate with whole numbers

Listening
- Draw conclusions/make generalizations
- Analyze/identify point of view

General Relating
- Analyze/apply nonverbal communication
- Identify personal values/attitudes

Cognitive Activities
- Collect/record information
- Analyze/synthesize information
- Draw conclusions
- Evaluate results/outcomes

Job Acquisition/ Development
- Develop self confidence/esteem

Social Studies Application
- Investigate/apply principles of psychology

Where you were	What you were doing	Who you were with	What you talked about	Positive "+" or negative "-"

4. How many positives did you get? __________

5. How many negatives did you get? __________

6. Are your messages mostly positive or negative?

____

7. What patterns do you find? ______________________

____

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Identify values/attitudes

Cognitive Activities
- Analyze/synthesize information

Name ______________________ Score __________

Lead an Activity to Develop Positive Self-Concept

A positive self-concept is necessary for good human relations. It is difficult to list only positive characteristics about yourself. We can easily list negative characteristics because we have heard them all our lives: "You are lazy," "You're too fat," "You need to improve your work." It is a very rewarding experience to have others list positive things about you. This assignment will help develop a more positive self-concept.

Part 1

Lead an activity on positive self-concept. Have a 3-by-5-inch card for each person. Instruct each person to place his or her name at the top of the card and pass it to the right. The person who receives the card is to look at the name on the top, write one positive thing about this person, and then pass the card on to the right. when the cards have completed their trip around the room, each person will have the one with his or her name on it. The card will be filled with positive statements.

Part 2

Have each person develop a list of good personal job attitudes. Discuss as a class.

1. What recent incident at work, school, or home made you feel good about yourself? Why?

4. What recent incident at work, school, or home made you feel bad about yourself? Why?

3. What do you really like about yourself?

Name ______________________________ Score __________

Plan a Self-Improvement Program

Use the following outline to plan your self-improvement program. Write your program on your own paper.

I. Physical Characteristics
   a. going for me
   b. disadvantages
   c. what can I change

II. Needs - which attained/need to be attained
   a. basic needs
   b. security
   c. social

III. Attitudes
   a. to encourage
   b. to change

IV. Aptitudes
   a. skills
   b. learning

V. Interests
   a. have now
   b. should develop

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Teamwork/Cooperative
- Clarify goals/objectives

Cognitive Activities
- Collect/record information
- Analyze/synthesize information
- Develop an action plan

VI. Selected career

    a. where to research careers
    b. correlate choices with aptitudes and attitudes
    c. possible choices

VII. Requisites for career

    a. training
    b. human relations skills I need

VIII. My qualifications for career

    a. training
    b. human relations skills I have

IX. Areas to improve

    a. training
    b. human relations skills

Reading Comprehension
- React to written material

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Cognitive Activities
- Analyze/synthesize information
- Predict results/outcomes

Name ________________________________ Score __________

Complete a Self-Evaluation for Setting Goals

Setting goals is not a difficult thing — but it does require knowing what you want and what you are capable of. It is a process of asking the right questions and answering them honestly. Use the activities below to determine what some of your goals are.

Answer "Yes" or "No" to questions in the first section. Then complete statements about your personal goals. Finally, evaluate the results. Ask yourself what strengths and weaknesses your answers reveal. Are your plans and current activities in line with your goals?

SELF-EVALUATION

Do you...

complete projects?
go over your goals in your mind?
wish you could break a number of bad habits?
daydream about achieving the same goal over and over?
talk and think positively about your goals?
know where your life is going?

DREAM A LITTLE DREAM

I really want to accomplish the goal of ______________________________

____

____

____

If I were rich, I'd ______________________________

____

____

____

The kind of person I'd like to be is ______________________________

____

____

____

I'd like to visit (place) ______________________________

____

____

____

One improvement to my life would be ______________________________

____

____

____

Something I'd do if I had the time is ______________________________

____

____

____

Given the chance to start all over, I'd ______________________________

____

____

____

____

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Teamwork/Cooperative
- Clarify goals/objectives

Cognitive Activities
- Collect/record information
- Analyze/synthesize information
- Develop an action plan

Name ______________________________ Score __________

Chart Goals

Part 1

Think about your goals. These may be tentative or definite. Write the goals in the chart below. Underline those you think of as definite.

Goals	Education	Vocational	Interests & Hobbies	Others (Home life, spiritual, social, etc.)
Immediate (Today, this week, or this month)				
Intermediate (This semester or this year)				
Long Range Next year				
Two years				
Five years				
Ten years				

Think about these goals and how they fit together. Select the goal that seems most important to you now and work it out in more detail by completing the following statements.

1. One goal that I really want to accomplish is

____

____

____

2. I am going to make progress toward this goal by

____

____

____

3. My deadline to turn this plan into reality is

____

____

____

4. The abilities and skills that I have that will help me to achieve this goal are

____

____

____

5. I have detailed knowledge of the following subjects that will help me reach my goal.

____

____

____

6. Areas in which I need more information, help, skill, and knowledge are

____

____

____

7. Places to go and people to see for gaining knowledge, acquiring information, and mastering skills are

____

____

____

8. The first step I am going to take (this week!) is

____

____

____

9. My next three main steps will be

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

10. My deadline for completing these three steps is

____

____

____

Part 2

On a separate paper, write your autobiography. Use this outline to guide you. Use complete sentences and be neat with your work.

I. Early life
  A. Where and when born
  B. Earliest remembrances
  C. Early experiences
II. Family
  A. Size of family
  B. Number of brothers and sisters
  C. Favorite family past-time
III. Friends
  A. Who they are
  B. Things we do together
IV. School experiences
  A. Early school life (Grades 1 through 5)
  B. Later school experience (Grade 5 to the present)
V. Likes and dislikes
  A. Likes
  B. Dislikes
VI. Goals for the future
  A. Educational
  B. Occupational
  C. Other

Functional Reading
- Interpret forms and records

Functional Writing
- Complete forms and records

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Cognitive Activities
- Create a finished product

Job Search/Selection
- Develop personal career path

Name ______________________ Score __________

Set Long- and Short-Range Goals for the Eight Areas of a Well-Rounded Life

We all have goals, whether we are aware of them or not. This activity will help you clarify and identify your goals.

In the chart below, list one long-range goal for each area of a well-rounded life. Then list three short range goals supporting that long-range goal. Date the list and review it in three months to check for progress.

Area of a well-rounded life:	Long-range goal	Short-range goal
Physical		
Family		
Financial		
Professional		

Social Studies Application
- Investigate/apply principles of psychology
- Investigate/apply principles of sociology

Area of a well-rounded life:	**Long-range goal**	**Short-range goal**
Community Involvement		
Mental		
Social		
Spiritual		
Date to be reviewed		

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY 144

Reading Comprehension
- React to written material

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Cognitive Activities
- Identify critical elements/issues
- Analyze/synthesize information
- Predict results/outcomes
- Develop an action plan

Job Search/Selection
- Analyze personal occupational aptitudes/preferences
- Develop personal career path

Name ______________________________ Score __________

Develop a Plan of Action for Meeting Personal Goals

Most of us do not have a crystal ball to tell what the future will bring, nor do we need one. Much of our own future depends on choices and plans we make today. We can plan — and lead — our lives in such a way as to make our dreams possible.

This activity allows you to dream about your future and plan how to achieve your career goals. Answer the questions as completely as you dare. If you don't know details about the occupation you choose, research it in the library or resource center. Discuss your responses with four or five other people in your class.

DARE TO DREAM — AND ACT

Looking Ahead

1. What would you like your occupation to be five years from now?

   ____

2. How would you spend your working days in that occupation?

   ____

   ____

   ____

   ____

   ____

   ____

3. Are these work activities ones you would enjoy doing? Why or why not?

   ____

   ____

4. What kind of work satisfaction do you expect from your chosen occupation?

    ____

    ____

5. Where would you like to be living five years from now? Envision a state, city, or area, and type of home.

    ____

    ____

6. How would you like to spend your leisure time?

    ____

    ____

7. What income would you need to live where you wish and to spend leisure time as you wish?

    ____

8. What income would you expect to have in your chosen occupation?

    ____

Planning Ahead

1. Training/education

    a. What kind of training or education do you need to prepare for your chosen occupation?

    ____

    ____

    b. Where can you get that training or education?

    ____

    c. How long will it take?

    ____

d. How much will it cost? ______________________

____

2. What activities do you need to pursue or practice to help you get where you want to be?

a. Type ______________________________

____

b. Frequency ______________________________

____

c. Cost ______________________________

____

3. What kind of contacts do you need to cultivate? (Include trade or professional organizations and people already involved in the field.)

____

____

____

Getting Started

Now that you have considered where you want to go and what kind of preparation you need, you can plan how to get there.

1. List steps you can take to begin the training or education.

____

____

____

____

____

____

____

2. List ways you can become involved in the desired activities.

____

____

____

3. List ways to begin making the contacts you need.

____

____

____

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

145

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions
- React to written material

General Relating
- Apply information to life experiences

Teamwork/Cooperative
- Investigate/apply group dynamics

Cognitive Activities
- Identify critical elements/issues
- Identify underlying causes
- Analyze/synthesize information
- Draw conclusions
- Predict results/outcomes

Name ______________________________ Score __________

Analyze Time-management Skills

People often plan for the major goals they wish to achieve, such as becoming a doctor, getting married, or buying a house. Fewer people take time to plan the use of their time each day. By using your day-to-day time more wisely and effectively, you will be that much closer to reaching your own personal and professional goals.

Read the following case study and then answer the questions following each about the use of time.

Gloria's Good Intentions

Gloria is seventeen and vice president of the Oakville Honor Society. Her best friend, Marsha, is president. Since Marsha is also active in several other clubs and editor-in-chief of the Oakville school yearbook, she has asked Gloria to take over arrangements for the annual honor society banquet. Gloria and another friend, Troy, have agreed to make the arrangements.

(Marsha and Gloria are at home talking on the phone.)

MARSHA: Gloria, you'll never guess who just called me! Eric Marshall! Can you believe it! He wants me to go to the baseball game with him and then out for pizza Thursday night!! What ar I going to wear?

GLORIA: Eric Marshall! Wow. You have all the luck. Hey, don't you have a yearbook staff meeting Thursday night?

MARSHA: Yes, but all the editors know about the deadline for the last section. They all keep saying they are doing fine. All we really aren't sure of are the photo arrangements for the Spring Olympics. Since Scott has wanted to run our meetings the entire year, I guess I'll let him do this one.

GLORIA: Are you sure that's smart? Isn't he the editor you've had all those problems with?

MARSHA: Well, yeah. But he knows how to handle the arrangements, and everyone else ought to be working on their own deadlines. They've sure had enough time. Anyway, what am I going to wear Thursday night? I haven't got a thing!

GLORIA: Well, why don't you wear your pink T-shirt dress.

MARSHA: Well, I guess I could. Even though everyone has already seen it. Hey, how are you coming with the banquet arrangements?

GLORIA: (Hesitating) Well, I really didn't know this term paper for world history class would take so long to write. I've hardly started, and it's due on Monday. I'll ask Troy if he's double-checked on everything tomorrow in math class.

MARSHA: Okay! Gosh, I wonder if I should roll my hair or wear a ponytail with a pink bow? I think I'll stay home from Drama Club meeting and style my hair.

(The next day)

GLORIA: Hi Troy! Did you get those problems done for today? I didn't get finished since I was on the phone all night. What did you get for number twenty-five? Oh, by the way, can you go ahead and finish up the arrangements for the Honor Society banquet next week? I haven't even *started* on my term paper

TROY: Oh, sure. As long as I get a free pizza out of the deal. Don't worry. Leave everything to me. We'll have a banquet no one will forget!

(The night of the Honor Society banquet, Marsha, Gloria, and Troy have agreed to meet at the hotel 30 minutes early. As Marsha arrives at the Holiday House Hotel, she sees Gloria standing at one end of the lobby looking upset. As she walks up to Gloria, she notices Troy standing at the other end of the lobby, looking disgusted.)

MARSHA: Hi guys! You know Gloria, I really appreciate you finishing the arrangements for this. Well, let's go on in the banquet room and go over our announcements. Come on, Troy.

GLORIA AND TROY: We don't have a banquet room. It's a good thing no one else has gotten here yet.

MARSHA: What do you mean, we don't have a banquet room? You both said you would arrange everything!

GLORIA: Well, I had to finish that term paper, and Troy . . .

TROY: Well, I forgot to check on the room till an hour ago, and the desk clerk or someone forgot we had reserved the room. They gave it to another club. They're in it now.

MARSHA: Oh, how could this happen? What will I tell Mr. Hatfield? (The chapter advisor) I told him I would take care of all the room arrangements. And what will we tell everyone else when they get here? Thanks a lot!

1. How do you think the situation ended? Who is at fault? How would you feel if you were Marsha? If you were Gloria? If you were Troy?

2. Was it entirely Gloria and Troy's fault that the mixup occurred? What might Marsha have done to help the situation?

3. What are some suggestions for Marsha, Troy, and Gloria to help them learn to use their time more effectively?

4. If nothing changes, how do you think the yearbook deadline situation will end? Why?

____

____

____

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY 146

Composition
- Construct graphics and symbols

Oral Presentation
- Make informative presentations
- Present personal opinion/viewpoint
- Use good speaking techniques

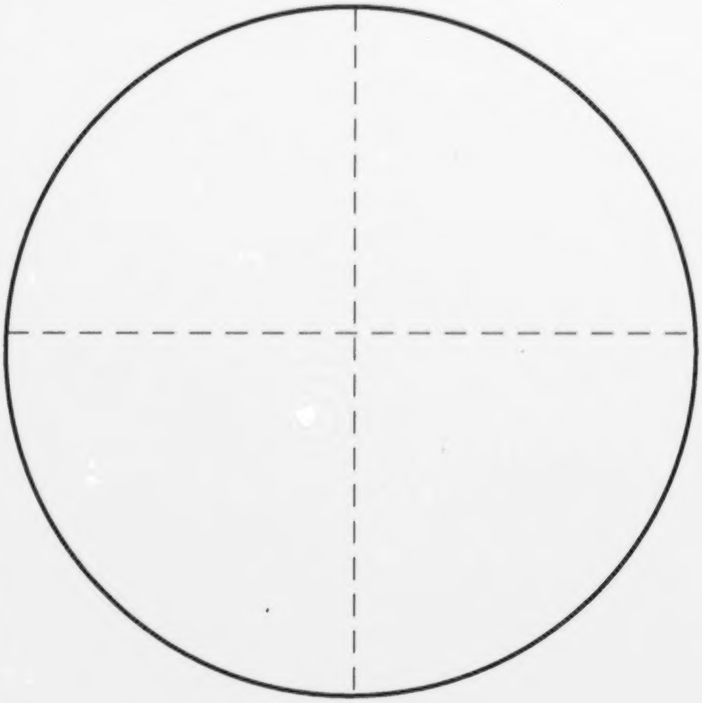
Cognitive Activities
- Collect/record information
- Define a problem
- Analyze/synthesize information
- Identify/analyze underlying assumptions
- Transfer knowledge/training to new situations

Name ______________________________ Score ________

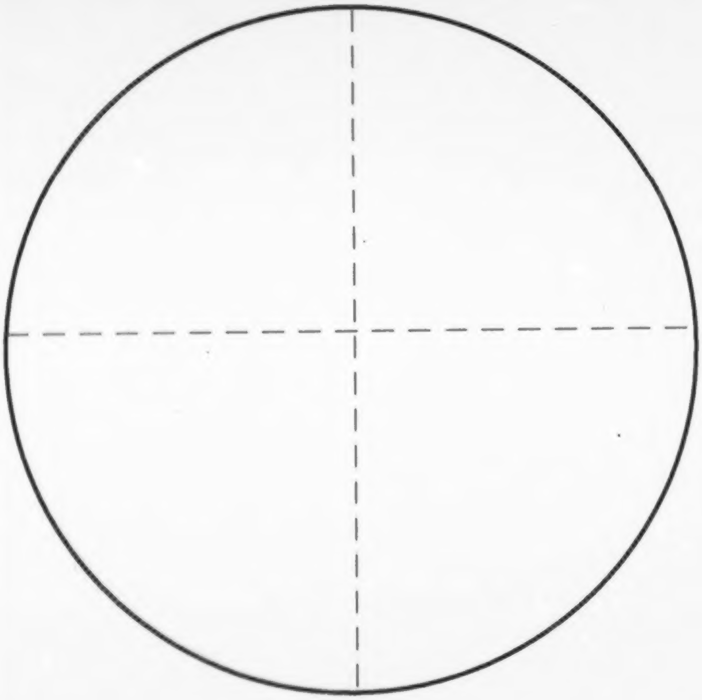
Identify How You Spend Your Time

Estimate the time you spend on various activities during a typical day—school, sleep, work, eating, entertainment, etc. Mark it on the wheel below. Then keep track of the way you actually spend a typical day. Mark it on the second wheel. How close was your estimate? Present your findings to the class or to a small group of students. Decide if there are better ways for you to use your time.

Time Estimates



Actual Time Use



Name ______________________________ Score __________

Identify Personal Time Wasters

Time is something that is often gone before we accomplish all that we intend to. In business, time is money. Use this assignment to discover ways you can better manage your time.

Discuss these time wasters in class or in small groups. Identify five of the most common and report your findings to the class.

In the space below, identify ways you have wasted time in the past couple of weeks and list ways it could have been prevented.

WAYS TIME WAS WASTED	HOW TO PREVENT

Functional Writing
- Complete forms and records

Oral Presentation
- Make informative presentations
- Make persuasive presentations

Interactive Communications
- Work effectively in a group

General Relating
- Participate in group activities

Teamwork/Cooperative
- Give/receive feedback

Cognitive Activities
- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Devise a solution
- Create a finished product

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

148

Functional Writing
- Complete forms and records

General Relating
- Identify personal values/attitudes

Cognitive Activities
- Collect/record information
- Develop an action plan

Name ______________________________ Score __________

Formulate Specific Financial Goals

Part 1

On the form below, list the short and long-term goals you hope to attain.

SHORT TERM GOALS ITEM	DATE WANTED	ESTIMATED COST

LONG TERM GOALS ITEM	DATE WANTED	ESTIMATED COST

Part 2

After examining your list of short and long-term goals, highlight or circle those that are most important to you. List them below. Keep this list to refer to as you develop a budget, and as you reach the goals you desire.

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

149

Name ______________________________ Score __________

Track Your Expenses for a Week

Part 1

On the log below, write the date, explanation, and amount you spent.

DATE	EXPLANATION	AMOUNT
	TOTAL	

Reading Comprehension
- Gain factual information

Functional Reading
- Interpret forms and records

Functional Writing
- Complete forms and records

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals

Cognitive Activities
- Collect/record information
- Draw conclusions
- Evaluate results/outcomes

Part 2

Study the list. Divide the list in groups by type or category of expenses.

EXAMPLES: Food, clothing, recreation, insurance, car expenses, etc.

After completing the categories, total the amounts and answer the following questions about each.

1. What is the amount I usually spend on this category?

   ____

2. Is this a one-time expense?

   ____

3. Is this a regular or on-going expense?

   ____

4. Does this assist me in reaching any of my goals?

   ____

5. If yes, which one?

   ____

6. Should this category and expense be a part of my regular budget?

   ____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

150

Language
- State ideas clearly

General Relating
- Interact with family/friends
- Apply information to life experiences

Cognitive Activities
- Collect/record information
- Define a problem
- Identify/analyze underlying assumptions
- Draw conclusions
- Devise a solution

Information Analysis
- Collect/record data

Name ______________________________ Score __________

Using Planning and Time-management in Family Life

There never seems to be enough time for all the things we'd like to do. As in business, our family lives should be reviewed occasionally. Are we actually working toward our stated goals, or are we just floating from moment to moment? If you seem to spend your evenings and weekends running from job to job, take a moment to re-evaluate your planning and time-management practices.

Review the lists of planning benefits and time-management practices found in your textbook or in the materials in the library or resource center. List the areas in your family life that need improvement. Formulate a strategy for meeting these needs and implement the program for one week. Review the program of benefits or adjustments.

1. I need to improve these things in the planning and time-management of my personal life.

2. My strategy is:

3. Plan implemented on (date):

4. Remarks first day:

5. Remarks second day:

6. Remarks third day:

7. Remarks fourth day:

8. Remarks fifth day:

9. Remarks sixth day:

10. Remarks seventh day:

____

____

____

11. Family input:

____

____

____

____

12. I benefitted in these ways:

____

____

____

13. I discovered these problems:

____

____

____

14. My revised strategy is:

____

____

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

151

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Use topic sentences
- Proofread and edit

Functional Writing
- Write letters

Job Acquisition/Development
- Write a letter of application

Name ______________________________ Score __________

Write a Cover/Application Letter

The cover/application letter is a sales technique used to tell the employer how your abilities will be useful to the company. The letter should specify your qualifications while the résumé gives general background information.

☑ **NOTE:** If you cannot type, it is recommended that you write or print NEATLY using blue or black ink.

Form and appearance

☐ Type or write neatly.

☐ Write on only one side of paper.

☐ Avoid smudges and typographical errors.

☐ Use 8½" x 11" white bond paper, not personal or fancy paper.

☐ Spell, capitalize, and punctuate correctly.

☐ Put employer's full name, title, and address.

☐ Include your full name and address with zip code on the letter.

☐ Retain a copy.

Information

☐ Write to a specific person.

☑ **NOTE:** Find out the name of the executive/personnel manager/employer you want to reach and the correct title. When in doubt, write to the top person who will refer your résumé to the right party. Use *To Whom It May Concern* if answering a blind ad.

- ☐ Be brief; do not repeat information in the résumé.
    - ▸ State the position for which you are applying.
    - ▸ Avoid needless detail.
    - ▸ Cover all points requested in the advertisement in exactly the order in which they are asked.

      ☑ **NOTE:** Some prospective employers make it a point of testing the applicant's ability to follow directions.
- ☐ State reason for interest in job.

  ☑ **NOTE:** Employers look for people who look for future advancement opportunities rather than just a paycheck.
- ☐ Refer briefly to the main points in the attached résumé.
- ☐ Mention that persons listed on the résumé have given their permission to serve as references.
- ☐ Request interview at employer's convenience.
    - ▸ Tell where you can be reached.
    - ▸ Enclose self-addressed envelope and résumé.
    - ▸ Say you will phone next week.

Be original in your approach. Attract attention in the opening paragraph.

EXAMPLES:

> Dear Employer:
>
> My experience in lawn management would be of interest to you.
>
> Dear Employer:
>
> Have you wished you had an assistant who has experience in child care and directing activities with children? I might be the one.
>
> Dear Employer:
>
> ________ has informed me that you are in need of a person who can take dictation and type quickly and without error. I believe that my experience and training in cooperative Office Education has taught me to handle these tasks in an efficient and pleasant manner.

End the letter properly.

☑ **NOTE:** *Sincerely yours* or *Very truly yours* is appropriate.

Use permanent address for the return address and make sure to include the current date.

Staple letter to résumé as it may be circulated to several departments and otherwise become detached.

Follow up and phone for an appointment a week later.

☑ **NOTE:** Don't be surprised if the résumé has been referred to another department. Remember, they are in business and you may not get immediate attention, especially if you sent a blind letter. Be persistent until you reach the right person and ask for a convenient date to set up an interview.

Keep in touch regarding possible openings now and in the future.

☑ **NOTE:** The "job hunt" may take several weeks or even months. It's important to keep your contacts alive without being a nuisance.

SAMPLE LETTER OF APPLICATION

110 Lemon Avenue
Somewhere, Oklahoma 74074
February 15, 1977

J.P. Public, Manager
Happy Time Day Care Center
Someplace, Oklahoma 74073

Dear Ms. Public:

Please consider this letter an application for the position of child care aide with the Happy Time Day Care Center.

In June I completed the 12th grade in Somewhere High School where I received my diploma. A record of my high school courses, grades, and previous work experience is included on the attached data sheet.

While enrolled in the occupational child care program, I received work experience with Ms. Jane Smith of Kiddie School in Somewhere. Ms. Smith has given me permission to list her name as a reference.

I enjoyed my work experience with Kiddie School and should like to continue in this line of work. I would appreciate the opportunity to come in and talk over this matter with you at your convenience. I may be reached at the above address or by telephone at 377-2000.

Sincerely yours,

C.L. Jones

Enclosure

Cut a help-wanted ad for a job from the classified ad section of the local paper. Write a cover/application letter. Use the information and the sample letter as a guide.

Are you satisfied with your letter? Explain.

APPLIED
ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

152

Reading Comprehension
- Gain factual information

Functional Reading
- Interpret forms and records
- Follow written instructions

Functional Writing
- Complete forms and records
- Write job applications

Job Acquisition/ Development
- Complete job-related applications

Name ______________________________ Score __________

Complete a Job Application

Completing a job application form is the way an employer will see you for the first time. It is very important that you present yourself in the best possible light.

- Read the entire application before beginning to write.
- Follow *all* directions and instructions.
- Print all information except when a signature is needed.
- Write legibly.
- Be sure the application is filled out neatly with no cross outs or smudges.
- Know the position for which you are applying.
- Answer all the questions and fill in the blanks; if a question does not apply to you, draw a short line through the blank or write N/A, which means not applicable.

  ☑ **NOTE:** This means that question does not pertain to you.

- Read the application form when you have finished to be sure you have answered all questions.
- Consult your résumé to be sure you have all dates, names, addresses, and other information correct.

Application for Employment Sample

Instructions: PRINT IN INK OR TYPE. Fill out the application form completely. If questions are not applicable, enter "NA." Résumés or attachments will be accepted for additional information. Be sure to sign the completed form and submit it to Personnel Services.

Prospective employees will receive consideration without discrimination because of race, creed, color, sex, age, national origin, qualified handicap, sexual preference, or veteran status.

Last Name First Middle	Date Application Completed
Street Address	Home Phone
City, State, ZIP	Business Phone
Have you ever applied for employment with us? ☐ Yes ☐ No If yes: Month and year What position(s)?	Social Security Number
Have you ever worked for us before? ☐ Yes ☐ No If yes, what position(s)?	
I will accept full time_______, part time _______, seasonal _________ temporary ________	Date available to begin work
Type of Positions Desired	

Education Name and Location of School	Course of Study Major/ Minor	No. of Years or Credit Hours Completed	Graduate or Complete Yes/No	Degree Received
High School				
College/Area Vo-Tech School				
Other				

Employment

Please give accurate, complete, full time and part time employment record. Begin with the present or most recent employer.

Company/Organization	Telephone
Address	Employed (State Month and Year) From To Full Time ☐ Part Time ☐
Name of Supervisor (Indicate if Self-employed)	Reason for Leaving
Job Title and Type of Duties Performed	

Company/Organization	Telephone
Address	Employed (State Month and Year) From To Full Time ☐ Part Time ☐
Name of Supervisor (Indicate if Self-employed)	Reason for Leaving
Job Title and Type of Duties Performed	

Company/Organization	Telephone
Address	Employed (State Month and Year) From To Full Time ☐ Part Time ☐
Name of Supervisor (Indicate if Self-employed)	Reason for Leaving
Job Title and Type of Duties Performed	

Company/Organization	Telephone
Address	Employed (State Month and Year) From To Full Time ☐ Part Time ☐
Name of Supervisor (Indicate if Self-employed)	Reason for Leaving
Job Title and Type of Duties Performed	

May we contact the employers listed above in regard to your job performance? Yes ________ No ________
Specify

Please list additional skills or training applicable to the position for which you have applied.
Please be specific as to type of training.

References

Please list references who have knowledge of your work experience, education, and training.

Name	Address	Phone

May we contact the references listed above in regard to your job performance? Yes ________ No ________
Specify

I hereby declare the information provided by me on this application for employment is true, correct, and complete to the best of my knowledge. I understand that, if employed, any misstatement or omission of fact on this application shall be considered cause for dismissal.

Date ______________ Name ____

An Equal Opportunity Employer

Reading Comprehension
- Gain factual information

Functional Reading
- Interpret forms and records

Functional Math
- Determine income tax

Name ______________________ Score __________

Interpret a Form W-2

An employer uses Form W-2 to inform the employee and the IRS of the employee's total salary and how much was withheld from it during the year. This form must be sent to the employee by January 31 of the following year. Form W-2 has several boxes containing payroll and tax information that is used when filing an income tax return. It is important that every employee understands the From W-2.

Answer the following questions about the Form W-2 found on the next page.

1. How much FICA (Social Security) tax was withheld from John Doe's salary?

   ____

2. How much federal income tax was withheld from John Doe's salary?

   ____

3. How much state income tax was withheld from John Doe's salary?

   ____

4. How much was John Doe's net salary?

   ____

5. How much was John Doe's gross salary?

   ____

Sample Form W-2

1 Control number			
2 Employer's name, address, and ZIP code Susan Smith Company 123 Liberty Street Anywhere, USA 12345		3 Employer's identification number	4 Employer's state I.D. number
		5	
		6 Allocated tips	7 Advance EIC payment
8 Employee's social security number 010-01-1010	9 Federal income tax withheld 300.00	10 Wages, tips, other compensation 3500.00	11 Social security tax withheld 260.00
12 Employee's name, address, and ZIP code John J. Doe 761 Northern Avenue Anywhere, USA 12345		13 Social security wages	14 Social security tips
		16	16a Fringe benefits incl. in Box 10

17 State income tax 120.00	18 State wages, tips, etc.	19 Name of state
20 Local income tax	21 Local wages, tips, etc.	22 Name of locality

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

154

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals

Math Application
- Solve percent problems

Functional Math
- Solve practical problems
- Solve income/expense problems

Name ______________________ Score __________

Solve Problems on Figuring Wages

Answer the following questions on computing hourly pay.

1. Jack has a job working in a bakery. He is paid by the hour at the rate of $4.85 per hour. He works six hours per Monday through Saturday. (Fill in information as requested.)
   a. How many hours does he work per week?
   ____
   b. How much does he get paid for each day he works?
   ____
   c. What are his weekly earnings?
   ____

2. Compute these wages.
   a. 40 hours @ $3.80 per hour
   ____
   b. 40 hours @ 3.75 per hour
   ____
   c. 40 hours @ $4.23 per hour
   ____
   d. 40 hours @ 3.95 per hour
   ____
   e. 40 hours @ $3.82 per hour
   ____
   f. 40 hours @ 3.79 per hour
   ____

3. Complete the following table on overtime wages.

Number of Hours	Rate per Hour	Rate for Overtime	Regular Wages	Overtime Wages	Total Pay
50	$3.50				
48	4.00				
54	3.80				
44	8.00				
50	6.00				
60	3.00				
51	5.00				
58	3.75				
54	6.50				
60	10.00				

4. Complete the following table on commission salaries.

Weekly Base Pay	Week's Sales	Rate of Commission on Sales	Total Pay
$75.00	$950.00	3%	
150.00	1800.00	10%	
100.00	1200.00	30%	
160.00	850.00	8%	
120.00	800.00	12%	
75.00	1000.00	5%	
120.00	800.00	6%	
160.00	750.00	15%	
165.00	1000.00	8%	
145.00	4500.00	5%	

Name ______________________________ Score __________

Solve Word Problems

Operation and Calculation
- Calculate with whole numbers
- Calculate with fractions
- Calculate with decimals

Math Application
- Solve word problems

Read and solve the problems.

1. If anything over 40 hours is considered overtime pay, and overtime pay is 1 $^1/_2$ times that of regular pay, figure the following employees' weekly gross pay.
   a. Joe worked 42 hours at a rate of $7.00 per hour.
   b. Jane worked 35 hours at a rate of $3.35 per hour.
   c. Charles worked 62 hours at a rate of $5.50 per hour.
   d. Christine worked 49 hours at a rate of $6.50 per hour.

2. If a student buys the following school supplies, how much will he/she have left from $50.00? Drawing pad – $8.65, Pencils – $2.33, Notebook Paper – $3.00, Pens – $5.28, and Markers – $3.62

3. If a painting job requires 5 gallons of paint, and the painter already has some partial cans of paint (1/2 gallon, 1/4 gallon, 3/4 gallon, and 1/8 gallon), how many more full gallons of paint will he have to buy to make sure that he has at least 5 gallons?

4. If the Federal Tax Rate is 20% of a person's gross income, figure the following tax to withhold out of each employee's pay and each person's net income.

   ☑ **NOTE:** Gross pay is pay before taxes are deducted. Net pay is pay after taxes are deducted, also known as take home pay.

   a. Jeff's gross pay for one week is $552.89.

      Taxes? ____________ Net Pay? _____________

   b. Janet's gross pay for one month is $1600.35.

      Taxes? ____________ Net Pay? _____________

   c. Jamie's gross pay for two weeks is $991.54.

      Taxes? ____________ Net Pay? _____________

5. If a mixture calls for 3/4 cup of an ingredient, how much would you use if you were doubling the mixture?

Name ______________________________ Score __________

Calculating Discounts

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals

Math Application
- Solve percent problems

Functional Math
- Solve practical problems

1. A set of wrenches marked to sell for $159.95 was put on sale at a discount rate of 15%. What was the selling price?

2. What was the selling price of an article marked at $499.95 and selling at a discount of 23%?

3. If an 18% discount is allowed on an article marked $350.00, what is the selling price? What is the amount of discount?

4. Automobile tires are on sale for 20% off. What will a set of four tires cost that was marked to sell at $90.00 each? What was the discount on each tire?

5. Mr. Matthews decided to decrease the price of an $150.00 lawn mower by 20%. What was the sale price?

6. At a sale a sign read "20% off on all dresses." How much did Joan save on a dress which sells for $50.00?

7. A toaster priced at $29.99 was sold for $19.99. What was the discount? What was the percent of discount (to the nearest percent)?

8. A coffeemaker priced at $30.00 is reduced $10.00 in price. What is the percent of discount?

9. A CD player with a remote control originally sold for $199.99. Jim bought it for 40% off. What did he pay for the player?

10. Harold bought a $99.00 power saw for 15% off. How much did he pay for the saw?

Operation and Calculation
- Calculate with whole numbers

Math Application
- Solve word problems

Functional Math
- Calculate gross earnings

Name ______________________________ Score __________

Figure Profit and Loss

Given the following monthly income and expenditures of a company, determine the monthly profit or loss for each company.

1. DCA Company

Expenditures:
Rent: $500.00
Electricity: $135.00
Water: $40.00
Salaries: $1,600.00
Wholesale Supplies: $2,000.00

Income: $5,550.36

Did DCA Company make a profit or incur a loss?

____

Of how much? ______________

2. TREE Company

Expenditures:
Rent: $350.00
Water: $100.00
Trees: $650.00
Potting Soil: $200.00
Salaries: $2,000.00
Equipment: $200.00

Income: $25,000.00

Did TREE Company make a profit or incur a loss?

____

Of how much? ______________

3. COPY Company

Expenditures: Rent: $750.00
Electricity: $200.00
Water: $60.00
Paper: $2,000.00
Toner and Ink: $550.00
Salaries: $8,000.00

Income: $57,983.26

Did COPY Company make a profit or incur a loss? __________

Of how much? __________________

4. BOOK Company

Expenditures: Building Payment: $1,350.67
Electricity: $5,000.00
Other Utilities: $2,500.00
Paper: $10,000.00
Building Supplies: $6,000.00
Contracts with Writers: $15,000.00

Income: $27,000.00

Did BOOK Company make a profit or incur a loss? __________

Of how much? __________________

5. CAR Company

Expenditures: Building Payment: $4,361.38
Utilities: $465.00
Wholesale Cost of Vehicles: $100,825.52
Oil and Parts for Shop: $4,621.83
Salaries: $9,500.42

Income: $220,417.32

Did CAR Company make a profit or incur a loss? __________

Of how much? __________________

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

158

Name ______________________________ Score __________

Determine Selling Prices and Discounts

Operation and Calculation
- Calculate with whole numbers
- Calculate with fractions
- Calculate with decimals

Math Application
- Solve percent problems

Functional Math
- Calculate interest
- Solve interest problems

	WHOLESALE PRICE	PERCENTAGE MARKUP	SELLING PRICE
1.	$20.00	5%	_______
2.	$9.00	3%	_______
3.	$20.00	30%	_______
4.	$5.00	20%	_______
5.	$45.00	10%	_______
6.	$66.00	11%	_______
7.	$92.00	20%	_______
8.	$360.00	30%	_______
9.	$75.00	15%	_______
10.	$26.00	30%	_______
11.	$97.00	13%	_______
12.	$84.00	4%	_______
13.	$73.00	25%	_______
14.	$49.00	19%	_______
15.	$27.00	17%	_______
16.	$36.00	25%	_______
17.	$92.00	7%	_______
18.	$44.00	10%	_______

19.	$53.00	60%	______
20.	$0.25	50%	______

Given the following retail prices and percent of discount, determine the final sale price.

	RETAIL PRICE	DISCOUNT	SALE PRICE
1.	$23.99	25%	______
2.	$45.63	15%	______
3.	$56.79	5%	______
4.	$39.99	40%	______
5.	$165.00	55%	______
6.	$435.60	35%	______
7.	$11.36	33 1/3%	______
8.	$1046.99	50%	______
9.	$33.89	25%	______
10.	$46.50	10%	______
11.	$47.95	15%	______
12.	$5.41	12%	______
13.	$634.76	14%	______
14.	$789.49	30%	______
15.	$49.99	20%	______

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

159

Name ______________________________ Score __________

Calculate the Amount of Change a Customer is to Receive Upon Completion of a Sale

Operation and Calculation
- Calculate with whole numbers

Functional Math
- Make change
- Solve practical problems
- Use calculator for computation

Cognitive Activities
- Transfer knowledge/training to new situations

Figure the amount of change to be given to each client. The total amount due is figured on the sales slip. The amount of money the client has handed to the receptionist is give.

Client Mr. Ogle **Date** 12/2

Operator Sally Brown

Services	**Cost**
Haircut	$8.00
Manicure	$2.50
Mousse (retail)	$3.00
Total	$13.50

Client paid the receptionist $20.50

Change Due: ________

Client Ms. Payton **Date** 12/2

Operator John Mustan

Services	**Cost**
Haircut and style	$13.00
Pedicure	$15.00
Hair spray (retail)	$ 5.00
Nail strengthener	$ 2.85
Comb	$ 1.50
Total	$37.35

Client paid the receptionist $40.00

Change Due: ________

Client James Robinson **Date** 12/2

Operator Brenda Myers

Services	**Cost**
Shampoo	$ 3.85
Mousse (retail)	$ 3.50
Sample conditioner	$ 1.25
Total	$ 8.60

Client paid the receptionist $10.00

Change Due: ________

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

160

Functional Reading
- Interpret forms and records
- Follow written instructions

Functional Writing
- Complete forms and records

Cognitive Activities
- Analyze/synthesize information

Name ______________________________ Score __________

Complete an Application for Credit

Factual information is required when a person applies for credit. This information is used by the lending institution to decide upon the reliability of the applicant. Pertinent facts are given on a written form. It is reviewed by officers of the institution who then make the decision to loan or not to loan the money which has been requested.

Using the information given in the following case study, fill in the credit form which follows.

Jason Michael Brown, age 18 (D.O.B. 3-3-75) is in his senior year at Greenville High School (phone 405-366-6666). He lives with his parents, Mr. and Mrs. Joe Bob Brown. Last month the family moved from 1100 North 50th where they had lived for twenty years. Their new address is 1600 W. Maple. Their telephone number, (405) 627-8181, is the same, even though they moved. The name of their town is Greenville, Oklahoma 66909.

Jason has worked part-time as a cook at Pizza Place for the last two years. Pizza Place is located at 1000 Oak Lane in Greenville. The telephone number is (405) 555-5555. Since the family has moved further away from his work, he needs a better mode of transportation. His uncle has owned a motorcycle for several years and has talked with Jason about helping him find one to buy.

When Jason went to work two years ago, he got a checking account (no. 01000), and a savings account (no. 00010) with First City Bank of Greenville, 610 S. Main. His Social Security Number is 400-00-0000. Jason has attended Greenville High School for the last three years and is looking forward to graduation.

Jason works twenty hours a week at $4.25 per hour. He has a take home pay of approximately $320.00 per month. Jason also works on his uncle's farm and makes an average of $60.00 a month there.

Last year, Jason bought a pair of skis at Snow, Inc., Centerville, Oklahoma 75902. He paid $50.00 a month for the skis on account (no. 707-895). That has been completely paid.

Over the summer, Jason also bought skindiving equipment from Sports Unlimited in Greenville. He paid this account (no. 609-805) in three monthly payments of $150.00. At the present time, he is completely debt free.

When Jason first started working at Pizza Place, he needed transportation to work. He found a good used bicycle for $150.00 at Bikes International in Center City, Oklahoma 79073. The bike shop agreed to let him pay for the bicycle in three monthly payments. That account (no. 695-092) has been paid off.

Jason talked with his uncle, Jim brown, who lives alone just outside Greenville (Rt. 1). The two of them have located a good used motorcycle. Jim has left a message for the owner to call him at (405) 811-1111.

Jason, along with his uncle Jim, have made a decision on the motorcycle to buy. Now, all that's left is an okay on his credit!

Bank Use Only ☐☐☐☐☐☐☐☐☐☐

PLEASE TELL US ABOUT YOURSELF

First Name (Please Print) Middle Last Name	Social Security #	Date of Birth
Address City/State Zip	How long?	Telephone
Previous Address City/State Zip	How long?	U.S. Citizen? Yes ___ No ___
Nearest Relative Not Living With You Address City/State Zip	Telephone: Relationship:	# of Dependents
EMPLOYMENT INFORMATION Current Employer	How Long?	Telephone
Address City/State	Position	Monthly Salary
Former Employer (or School Attended)	How long? Telephone	Additional Income
FINANCIAL INFORMATION Bank or Financial Institution Address	City/State/Zip	How long?
Mortgage Holder or Landlord Own ___ Rent ___	Monthly Payment	Checking Account No. Savings Account No.
CREDIT REFERENCES Name City/State/Zip	Account No.	Payment
Name City/State/Zip	Account No.	Payment
Name City/State/Zip	Account No.	Payment
CO-APPLICANT INFORMATION (Must be completed to open a joint account) First Name (Please Print) Middle Last Name	Social Security#	Date of Birth
Current Employer	How long?	Telephone
Address City/State	Position	Monthly Salary
Former Employer (or School Attended)	How long? Telephone	Additional Income*

*Income from alimony, child support, or separate maintenance payments need not be revealed if you do not wish to have it considered as a basis of repaying the obligation.

I(WE) GIVE THE ABOVE INFORMATION FOR THE PURPOSE OF OBTAINING CREDIT. YOU ARE AUTHORIZED TO CHECK MY (OUR) CREDIT AND EMPLOYMENT HISTORY AND TO ANSWER QUESTIONS ABOUT YOUR CREDIT EXPERIENCE WITH ME(US). YOU MAY REQUEST A CREDIT REPORT ON ME (US) AND IF I (WE) ASK YOU WILL TELL ME (US) THE NAME AND ADDRESS OF THE CONSUMER REPORTING AGENCY THAT FURNISHED IT. IF YOU REVIEW, UPDATE, OR EXTEND MY (OUR) LINE OF CREDIT, YOU MAY REQUEST A NEW REPORT WITHOUT TELLING ME(US). I(WE) AGREE TO BE BOUND BY THE TERMS SET FORTH IN THE CHARGE CARD AGREEMENT. I (WE) ACKNOWLEDGE RECEIPT OF THE STUDENT NATIONAL BANK AND TRUST COMPANY "TRUTH-IN-LENDING" DISCLOSURE STATEMENT.

X______________________________
Applicant Signature Date

X______________________________
Co-Applicant Signature Date

Name ______________________________ Score __________

Determine Consumers' Roles

Goods and services are produced to give consumers what they need and want. Goods are *things*, such as bicycles. Services are *actions* done for people, such as health care.

1. For the following items, indicate whether they are goods or services by writing G or S on the line to the left.

___ candy bar
___ bus ride
___ shoes
___ automobile
___ automobile repair
___ school
___ peanut butter
___ roller coaster ride
___ football game
___ record

2. List four additional goods you have consumed today.

______________________ ______________________
______________________ ______________________

3. List four additional services you have consumed today.

______________________ ______________________
______________________ ______________________

4. For each member of the family listed in the chart that follows, write some of the things (goods and services) the person consumes and some of the things (goods and services) he/she can produce.

Functional Writing
- Complete forms and records

Cognitive Activities
- Collect/record information
- Analyze/synthesize information
- Draw conclusions

Social Studies Application
- Investigate/apply principles of economics

Functional Social Studies
- Analyze consumer issues

	consumes	produces
elderly and active grandfather		
elderly but ill grandmother		
mother		
father		
17-year-old daughter		
5-month-old cousin		

5. Who in the list are the producers? ______________________

____

6. Which family members are consumers but not producers? ___

____

How are their needs supplied? ______________________

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

162

Name ______________________________ Score __________

Distinguish Between Feature and Benefit Statements

There are real differences between a product's feature and the benefit a customer expects from a product. Benefit is what the product will do for the customer, and it is what they tend to focus on. Feature can include color, what comes with it, and other factors about the product. Features of a product can determine benefit, but they are different.

Place a "B" in front of the benefit statements and an "F" in front of the feature statements.

____ 1. This rotating brush pulls out deep down dirt and will make your carpet cleaner.

____ 2. Legs on this utility table adjust to allow leveling.

____ 3. This sewing machine allows you to use 18 different stitching patterns.

____ 4. The construction of this exercise bike is cast aluminum.

____ 5. These curtains are 24 x 36 inches.

____ 6. This floor covering is 30% nylon and will give you better wear and be easier to clean.

____ 7. This suit coordinates well and does not require dry cleaning.

____ 8. Your family will find hours of enjoyment from these educational reference books.

____ 9. This shirt is 100% cotton.

____ 10. This silver serving includes engraving for a special gift.

____ 11. This wall covering is prepasted.

Reading Comprehension
- Make generalizations
- React to written material

Functional Reading
- Use content area vocabulary

Cognitive Activities
- Draw conclusions
- Transfer knowledge/training to new situations

Social Studies Application
- Investigate/apply principles of economics

Functional Social Studies
- Analyze consumer issues
- Analyze social issues

_____ 12. Since the paint is sealed at the factory, this lawn chair will withstand years of outdoor use.

_____ 13. You will like this tie; spots can be easily wiped off.

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

163

Operation and Calculation
- Round off numbers
- Calculate with whole numbers

Math Application
- Solve percent problems

Data Analysis and Display
- Construct charts and tables

Job Acquisition/ Development
- Master specific job task/procedure
- Complete job-related applications

Name ______________________________ Score __________

Prepare an Advertising Budget

It is an absolute must that every small business plan its advertising budget. The "no-plan-at-all" approach cannot effectively cover the needs of business in today's competitive marketplace. Firms that use the no-plan method are truly gambling with their futures. There are four plans which are common to a variety of small businesses: shopping events scheduling, last year's sales method, anticipated sales method, and objective and task method. Although the objective and task method is the best method for determining advertising dollars needed from a theory standpoint, it takes a lot of time and calculating to control this type of advertising budget. For that reason, most businesses use the second-best approach: anticipated sales method. In this method advertising is projected around sales based on past sales records of the firm, sales of competitors, general economic conditions, and trends in consumer spending.

Prepare an advertising budget for Wayne Services, Inc. by completing the form on the following page. Given last year's sales figures, calculate an anticipated five percent increase in sales for the current year and prepare an advertising budget based on 3.5 percent of sales.

WAYNE SERVICES, INC.
ADVERTISING BUDGET

MONTH	LAST YEAR'S SALES	ANTICIPATED SALES	NEW AD BUDGET
January	$12,965.00	$	$
February	14,889.00	$	$
March	23,397.00	$	$
April	38,217.00	$	$
May	27,120.00	$	$
June	23,105.00	$	$
July	19,765.00	$	$
August	17,016.00	$	$
September	26,055.00	$	$
October	27,650.00	$	$
November	34,032.00	$	$
December	37,225.00	$	$

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

164

Reading Comprehension
- Gain factual information

Functional Reading
- Interpret forms and records

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing
- Complete forms and records

Cognitive Activities
- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information

Job Search/Selection
- Analyze duties/requirements/benefits of specific job

Name ______________________________ Score __________

Write a Job Description

Someday you may be responsible for writing job descriptions. Job descriptions are very important to the employee because they let the employee know exactly what each job includes. Knowing exactly what one's job duties are makes it easier to perform them. This will help achieve better employee evaluation and performance. In writing job descriptions, include specific duties that the employee should perform.

Read the following job description for a lead teacher. Using additional references, write a job description for an assistant teacher. You may also choose another occupation and write a job description for it.

JOB DESCRIPTION FOR A LEAD TEACHER

Function of Job

Plans daily program of activities in advance, supervises children and responds to their needs for nurturance and guidance.

Work Performed

☑ **NOTE:** Other duties may be required.

Participates in planning for the center program.

Interacts with children, responds to their needs, gives guidance, sets and maintains limits.

Works with aide in setting up the playroom and playground for activities.

Works with children and aides in keeping room in order and in cleaning up work area during the day.

Eats with a group of children and supervises mealtime activities.

Informs parents of child's progress or of unusual activities.

Notifies director when supplies are needed.

Keeps inventory of equipment.

Minimum Training and Experience

Completion of training from a certified child care training facility. Must be willing to attend preservice and inservice training as arranged by the center.

JOB DESCRIPTION FOR ________________________________

Function of Job

____

____

____

____

____

____

____

____

____

Supervision Given and Received

____

____

____

____

____

____

____

____

____

Work Performed

Minimum Training and Experience

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY 165

Name ______________________________ Score ________

Conduct Market Research on Your Customers

Every business can benefit from market research. But no single research method works best for all businesses. Business owners or marketing research departments must decide which method is most efficient and effective for the project.

Before completing this assignment, you may wish to do some research on the different types of market research. after you have completed the assignment, be prepared to discuss the activity in class.

1. Choose a business or a company for the research project. Imagine that you are the president or CEO of the business or company you chose. Determine what you want to know about the company's customers and their buying habits.
2. Determine what market research method is best suited to meet research goals.
3. Prepare a form for your research.
    - If a survey is to be taken, limit the survey to one page and word the questions carefully to avoid bias.
    - If publications are studied, prepare a question list and a chart to compare opinions.
    - If informal research is done, construct a list of questions you plan to ask customers and sales personnel. Make a chart for recording their responses.
4. Conduct the research.
5. Tally responses.
6. Interpret what the patterns of responses indicate.
7. Evaluate results objectively. Attempt to get objective third party feedback on the results.

Research and Reference
- Select useful resources
- Locate resources

Functional Writing
- Complete forms and records

Teamwork/Cooperative
- Give/receive feedback

Cognitive Activities
- Collect/record information
- Identify critical elements/issues
- Define a problem
- Create a finished product
- Develop an action plan

Information Analysis
- Collect/record data
- Interpret statistical information

Social Studies Application
- Investigate/apply principles of economics

Functional Social Studies
- Analyze consumer issues
- Analyze social issues

Operation and Calculation
- Calculate with whole numbers
- Calculate with decimals

Math Application
- Solve word problems
- Solve percent problems

Social Studies Application
- Investigate/apply principles of economics

Functional Social Studies
- Analyze consumer issues
- Analyze social issues

Name ______________________________ Score __________

Evaluate Economic Impact of Shoplifting

Volume grocery stores usually operate on a 1% profit margin. This means if $1.00 is stolen it takes $100.00 of sales to replace the loss. Department stores usually operate on about a 3% profit margin. Return on investment is about 11% (If you do not understand these terms, ask your teacher or look them up in your textbook or in material found in the library or resource center.) In some areas as many as one out of seven people shoplift. Business people make up for their losses by increasing retail prices, hiring fewer people, and not giving salary increases. The five items below will help illustrate the meaning of these facts and show how shoplifting affects business.

1. Your business operates on a 2% margin of profit. Products valued at $150.00 are taken by shoplifters and employees in one day. How much merchandise does the store have to sell in order to make up for that $150.00 loss?

2. In many areas one out of seven customers will shoplift. If there are 350 customers in the store in one day, how many of these might be shoplifters?

3. The average value of the shoplifter's theft is $3.00. How much would the store in problem #2 lose in one day in dollar value?

4. There are approximately 300 stores in town. Each loses $150.00 a day. At one percent profit, how much will the combined 300 stores have to sell to overcome their losses?

5. In what ways can business people make up for the losses they suffer from shoplifting?

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

167

Name ______________________________ Score __________

Summarize Personal Interests

Answer the following questions and statements about personal interests. Think about how these interests might relate to a career choice. Be prepared to explain your answers to your class.

1. List hobbies, interests, and clubs in which you are involved.

____

____

____

____

2. How might these hobbies, interests, and clubs be helpful in your career choice?

____

____

____

____

3. List favorite courses and preferred classes.

____

____

____

____

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Oral Presentation
- Make informative presentations

Job Search/ Selection
- Analyze personal occupational aptitudes/preferences

4. How might these courses relate to or provide background for your career choice?

5. Are you willing to continue your education after high school? In what way?

6. What post-high school training and/or educational opportunities are available to you?

7. Do you prefer to work indoors or outdoors?

8. How many hours per week are you willing to work? ________

9. Do you prefer to work with other people or by yourself?

10. What do your interests indicate to you about possible career choices? Explain.

11. List three careers in housing that are of interest to you.

12. Choose one of the careers you listed above and give your reasons for pursuing it.

Research and Reference
- Select useful resources
- Locate resources
- Find materials in library
- Use standard references

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Cognitive Activities
- Create a finished product

Job Search/Selection
- Investigate employment prospects of a career field/occupation
- Investigate benefits of a career field/occupation
- Analyze duties/requirements/benefits of specific job

Name ______________________________ Score __________

Investigate an Occupation

What questions should you ask about an occupation or occupational group in which you may be interested? Before you start to study and investigate an occupation, you should have an outline of the subjects you wish to explore. A topical outline helps to make a study flow naturally from one topic to another.

- Definition of the occupation and nature of the work
- Number and distribution of workers
- Qualifications and training — education requirements
- Methods of entering
- Career advancement
- Employment outlook
- Earnings
- Working conditions
- Social and psychological factors

Use the form to report your investigation of an occupation. Major sources of occupational information include counselors; libraries or resource centers; videos; professional, trade, and business associations; unions; people working in the field; employers in the field; government agencies; chambers of commerce.

Definition and Nature of the Occupation

____

____

____

____

____

Number and Distribution of Workers

Qualifications and Training Needed (Education, Special Talents, Physical Requirements)

Chances of Getting a Job

Career Advancement

Employment Outlook

Salary and Extra Benefits

Work Conditions

Social and Psychological Factors

Advantages and Disadvantages

____

____

____

____

____

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources
- Locate resources

Research
- Take notes

Oral Presentation
- Present personal opinion/viewpoint

Cognitive Activities
- Collect/record information
- Analyze/synthesize information
- Create a finished product

Name ______________________________ Score __________

Explore Career Opportunities

Once you have narrowed your career choices to a particular field, you may want to find out more information about specific occupations within that field. This assignment gives you the chance to find out more about one occupation. You can also use these questions again to guide your information search about other occupations.

Select an occupation and answer the following questions about it. Share your information with the other students in the class.

Occupation ____

1. Describe the occupation.

2. What are the working conditions?

3. What special skills or abilities are needed on the job?

____

____

____

____

____

4. What are the training or education requirements?

____

____

____

____

5. What work experience will I need to qualify for the job?

____

____

____

____

6. What are the possibilities for advancement?

____

____

____

____

7. What income can I expect in this occupation?

____

____

____

____

8. What is the job outlook for this occupation?

9. What are some related occupations?

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Research
- Take notes

Functional Writing
- Complete forms and records

Cognitive Activities
- Select an alternative

Name ______________________________ Score ________

Compare Career Opportunities

Choose two career areas of interest to you. In Part 1, answer the questions about each career area. Resources may be found in your school or public library. (You may also want to use textbooks or personal interviews, if needed.) In Part 2, compare the two career areas in writing and explain your personal preference.

Part 1

Career Area 1

Career Area (title and definition):

____

____

____

Jobs/Business Settings/Related Careers (in the Career Area):

____

____

____

Job Duties/Tasks/Responsibilities:

____

____

____

____

____

Personal Qualifications, Skills, or Talents Required:

____

____

____

Preparation (education, training, certification):

Education ________________________________

____

Training ________________________________

____

Certification(s) ____________________________

____

Employment Opportunities/outlook (including salary range):

____

____

____

Salary Range (per year): $ ________________________

Resources Used ______________________________

Career Area 2

Career Area (title and definition):

____

____

____

Jobs/Business Settings/Related Careers (in the Career Area):

____

____

____

Job Duties/Tasks/Responsibilities:

Personal Qualifications, Skills, or Talents Required:

Preparation (education, training, certification):

Education ______

Training ______

Certification(s) ______

Employment Opportunities/outlook (including salary range):

Salary Range (per year): $ ______

Resources Used ______

Part 2

Compare your two career areas in terms of your personal interests and goals. Discuss in writing which of the career areas you might choose, and why. Add extra pages, if needed.

APPLIED
ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY 171

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing
- Complete forms and records

Job Search/ Selection
- Investigate employment prospects of a career field/occupation
- Investigate training requirements for a career field/occupation
- Develop personal career path

Name ______________________________ Score __________

Develop a Personal Career Plan

Develop your personal career plan using the form provided. Include additional information and/or supplemental material as needed to complete your plan.

PERSONAL CAREER PLAN

Personal Characteristics, Aptitudes, Skills, and Hobbies

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Working Conditions (of personal importance)

1. ______________________________
2. ______________________________
3. ______________________________

Careers of Interest

1. ______________________________
2. ______________________________
3. ______________________________

Career Goals

1. ______________________________
2. ______________________________
3. ______________________________

Training/Education Required (for Career Goals)

Action Plan (for reaching Career Goals)

Steps:	*Completion Dates:*
1. ______	______
2. ______	______
3. ______	______
4. ______	______
5. ______	______
6. ______	______
7. ______	______
8. ______	______

Resources Needed (for completing the steps above):

Your Signature ______ Date ______

Functional Reading
- Interpret forms and records

Functional Writing
- Complete forms and records

General Relating
- Identify personal values/attitudes

Teamwork/Cooperative
- Identify values/attitudes
- Identify needs/drives
- Investigate/identify personal styles

Cognitive Activities
- Apply intuitive thinking techniques

Social Studies Application
- Investigate/apply principles of psychology
- Investigate/apply principles of sociology

Functional Social Studies
- Analyze social issues

Name ______________________ Score __________

Determine Personal Values

If you could buy anything in the world, where would you look first to help you make a good choice? You should take a good look at yourself! The way you spend your money should be very satisfying to you. You should use money to obtain what you need and what you desire. A clear view of yourself and your values helps you to make personal choices that reflect what is most important to you.

What Are Values?

Values are big, generalized ideas of what is important to you. They can be positive, constructive ideas. Values are your guides to progress.

You are not born with values. You learn them from your family, your friends, the people around you, and from your experiences.

Values are very personal and differ for all individuals. Free time may be very important to Donald, but not to Cindy. Cindy may be willing to put in more time on her job than Donald because getting ahead is very important to her.

Despite our differences, many of us share the same values. Think of your closest friends. Don't you tend to think like they do about what is important? Everyone, of course, has many values, but certain values are more important to us than other values are. They are said to have *priority* over the others.

Even though you may not yet be sure which values have priority for you, it is helpful in looking at yourself to try too list your values.

Following are twenty generally accepted values. Check the ones that are important to you and list them in the order in which they have priority.

____ happy family living

____ independence

____ respect for authority

____ religion

____ helpfulness

____ equal rights

____ physical health

____ conformity

____ social prestige

____ economy

____ excellence in work

____ friendship

____ recognition

____ individuality

____ material wealth

____ education

____ new experiences (change)

____ security

____ influence

____ self-improvement

These values are most important to me:

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________

5. ________________________________

What values do you respect in other people?

____

____

____

____

____

Functional Reading
- Follow written instructions

Functional Writing
- Complete forms and records

Operation and Calculation
- Calculate with whole numbers

Functional Math
- Prepare a budget

General Relating
- Identify personal values/attitudes

Teamwork/Cooperative
- Identify values/attitudes
- Investigate/identify personal styles

Name ______________________ Score __________

Clarify Your Personal Values

The items listed below represent values that may influence your life. In this exercise, you will begin to clarify your values and test them against reality.

You have been invited to a values auction where the values that influence your life are up for bid. You have $10,000 to spend. Whatever you don't spend has to be returned at the end of the auction. Study the list of values and decide which ones you would like to have. Then work out an ideal way to spend your $10,000.00 on these items so that you can have all the ones you want.

At the auction other people will also be bidding on the values. Decide the highest amount you would spend for each value. Budget your values again by writing the highest amounts you would bid. Remember when you bid more on one value, you have to lower the amount you spend on another value.

	Ideal budget	Highest bid I would make
A satisfying and fulfilling marriage		
Freedom to do what you want		
A chance to direct the destinies of nations		
The love and admiration of friends		
Travel and tickets to any cultural or athletic event as often as you wish		
Complete self-confidence with a positive outlook on life		

Cognitive Activities

- Collect/record information
- Identify critical elements/issues
- Identify underlying causes
- Analyze/synthesize information
- Draw conclusions
- Evaluate results/outcomes

Social Studies Application

- Investigate/apply principles of psychology
- Investigate/apply principles of sociology

	Ideal budget	Highest bid I would make
A happy-family relationship		
Recognition as one of the most attractive persons in the world		
A long life free of illness		
A satisfying religious faith		
A month's vacation with nothing to do but enjoy yourself		
Lifetime financial security		
A lovely home in a beautiful setting		
A world without prejudice		
A chance to eliminate sickness and poverty		
International fame and popularity		
An understanding of the meaning of life		
A world without graft, lying, or cheating		
Freedom within your work setting		
A really good love relationship		
Success in your chosen profession or vocation		

What do your top bids have in common?

What do the items you would not bid on have in common?

What major differences were there between your ideal budget and your highest bid budget?

What does this tell you about your real values?

APPLIED ACTIVITIES | ***EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY*** | **174**

Reading Comprehension
- React to written material

Data Analysis and Display
- Collect/record data
- Calculate statistics
- Interpret statistics

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Identify values/attitudes
- Investigate/identify personal styles

Cognitive Activities
- Collect/record information
- Analyze/synthesize information

Information Analysis
- Collect/record data
- Interpret statistical information

Name ______________________ Score __________

Assess Personal Values that Influence Money Management

If each of ten people were given $20, the chances are that no two of them would spend the money in the same way. Each person's choice would be made on the basis of personal values.

Because these values greatly influence how people spend their money, choosing goals is an important part of money management. Thinking through money-related decisions is essential if goals are to be achieved.

Part 1

Circle the letter before the phrase that you consider most important in each of the following pairs of phrases.

1. A - Purchase of senior pictures and/or class ring

   C - Paying off all debts

2. G - Money for wedding expenses

   H - My own place to live

3. B - Ski trip or trip to Europe

   F - Clothing for Junior/Senior prom

4. D - Down payment on a car

   H - My own place to live

5. A - Purchase of senior pictures and/or class ring

   G - Money for wedding expenses

6. C - Paying off all debts

   F - Clothing for Junior-Senior prom

7. E - College education

F - Clothing for Junior-Senior prom.

8. B - Ski trip or trip to Europe

H - My own place to live

9. A - Purchase of senior pictures and/or class ring

H - My own place to live

10. D - Down payment on a car

G - Money for wedding expenses

11. C - Paying off all debts

H - My own place to live

12. B - Ski trip or trip to Europe

E - College education

13. A - Purchase of senior pictures and/or class ring

F - Clothing for Junior-Senior prom

14. D - Down payment on a car

E - College education

15. B - Ski trip or trip to Europe

C - Paying off all debts

16. E - College education

G - Money for wedding expenses

17. A - Purchase of senior pictures and/or class ring

B - Ski trip or trip to Europe

18. C - Paying off all debts

D - Down payment on a car

19. F - Clothing for Junior-Senior prom

G - Money for wedding expenses

20. B - Ski trip or trip to Europe

D - Down payment on a car

21. A - Purchase of senior pictures and/or class ring

D - Down payment on a car

22. C - Paying off all debts

E - College education

23. E - College education

H - My own place to live

24. A - Purchase of senior pictures and/or class ring

E - College education

25. B - Ski trip or trip to Europe

G - Money for wedding expenses

26. F - Clothing for Junior-Senior prom

H - My own place to live

27. C - Paying off all debts

G - Money for wedding expenses

28. D - Down payment on a car

F - Clothing for Junior-Senior prom

Now that you have circled one letter in each pair, count the number of times you circled each letter A through H. Record the number of times you circled each letter in the blank space to the left of each statement.

Number of Times Circled			Rank
_____	A.	Purchase of senior pictures and/or class ring	_____
_____	B.	Ski trip or trip to Europe	_____
_____	C.	Paying off all debts	_____
_____	D.	Down payment on a car	_____
_____	E.	College education	_____
_____	F.	Clothing for Junior-Senior prom	_____
_____	G.	Money for wedding expenses	_____
_____	H.	My own place to live	_____

Now you are ready to rank your choices. Look for the statement you circled the most number of times, and write a "1" in the "Rank" column on the right. Write a "2" after the statement circled the second highest number of times. Rank all statements. Your numbers will be a jumbled arrangement of 1 through 8.

Part 2

In Part 1 your ranked goals resulted from a limited number of choices; therefore, they may not reflect your wants. Answer the questions that follow to assess how your goals relate to money management.

1. What other goals would you add or substitute?

   ____

   ____

   ____

2. Did your top three ranked choices surprise you? ____________

   Why or why not? ______________________________________

   ____

   ____

   ____

   ____

3. Is it possible to reach all your goals? ______________________

Why or why not? ______________________

____

____

____

____

4. How can money management affect spending and the achievement of the goals in your life?

____

____

____

____

Oral Presentation
- Present personal opinion/viewpoint
- Use good speaking techniques

Listening
- Apply active listening skills

Interactive Communications
- Work effectively in a group

General Relating
- Participate in group activities
- Identify personal values/attitudes

Teamwork/Cooperative
- Identify values/attitudes
- Investigate/identify personal styles
- Give/receive feedback

Social Studies Application
- Investigate/apply principles of psychology
- Investigate/apply principles of sociology

Functional Social Studies
- Analyze social issues

Name ______________________________ Score __________

Participate in Interactive Encounter Activities

An interactive encounter is an experience of actually listening to another person's feelings as well as words. You can learn a lot about other people and about yourself by answering the following questions.

Divide into groups of two. Decide which person in the pair will go first and who will go second. Read statement number one silently together. The first person then completes the statement aloud to the second person. The second person responds with "What I hear you saying is . . ." and repeats briefly in his/her own words what the first person said. Then reverse the situation with the same question. The second person should respond to the question and the first person repeats what was said. Do the same thing with each question. You may say "I pass" if the response is too personal to share aloud. It is important to respond truthfully and not the way you think your partner expects you to respond.

Do not try to answer all the probing questions in one day. It will probably take two to four hours to respond well to all the statements. However, this could be a most rewarding time if taken seriously.

1. I am proud when . . .
2. I give gifts that are . . .
3. I think school is . . .
4. I handle money . . .
5. My family . . .
6. Something I learned recently is . . .
7. I have thought a lot about . . .
8. It was hard to do, but I . . .
9. It was hard to do, but I did not . . .
10. We have a tradition or custom in my family of . . .

11. Older people . . .

12. I was glad I spoke up about . . .

13. My strongest point is . . .

14. I would be willing to die for . . .

15. I would fight for . . .

16. I would argue for . . .

17. A turning point in my life was . . .

18. The lowest I have ever felt was . . .

19. I was sad when . . .

20. A high point in my life was . . .

21. An experience I would like to have . . .

22. Something I have not come to a definite stand on is . . .

23. I missed an opportunity when . . .

24. One of the happiest times of my life was when . . .

25. If I were twenty years older . . .

26. If I could start all over again . . .

27. My bluest days are . . .

28. I am best at . . .

29. My feelings get hurt when . . .

30. I am afraid of . . .

31. The people I work closest with are . . .

32. My boss is . . .

33. My teacher is . . .

34. I get mad when . . .

35. People who expect a lot from me make me feel . . .

36. I am different from most people in that I . . .

37. I wish I had kept quiet about . . .

38. I made a . . .

39. I made a good purchase on . . .

40. I helped my family . . .

41. I helped someone outside my immediate family . . .

42. I try to be an example to younger children by . . .

43. If I had a million dollars I would . . .

44. If I had the powers of Superman or Superwoman . . .

45. My children will never have to . . .

46. If I were President of the United States . . .

47. Many people do not agree with me about . . .

48. In school I do best when . . .

49. On the job I do best when . . .

50. What I want most in life is . . .

51. When my feelings are hurt, I react by . . .

52. I have a problem dealing with . . .

53. People think I . . .

54. I do not like . . .

55. A fat person . . .

56. I feel loved when . . .

57. I trust those who . . .

58. When someone meets me for the first time, they . . .

59. I need to improve in . . .

60. I used to be . . .

61. If I could have two perfect days they would be . . .

☑ **NOTE:** Describe in detail the feelings, setting, smells, taste, and people involved.

62. When I think about the future, I see myself . . .

63. When I enter a room full of people I usually feel . . .

64. When I have something to say . . .

65. I am happiest when . . .

66. Nothing is so frustrating as . . .

67. When I am rejected I usually . . .

68. To me, belonging is . . .

69. The thing that turns me off the most is . . .

70. When I am alone I usually . . .

71. It is fun to . . .

72. When I let go . . .

73. People think of me as . . .

74. In crowds I . . .

75. In a group I usually get most involved when . . .

76. I am rebellious when . . .

77. A frequent daydream I have is about . . .

78. The thing I like best about you is . . .

79. You are . . .

80. Right now this experience is making me feel . . .

81. I believe in . . .

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Identify values/attitudes
- Identify needs/drives
- Select/apply appropriate behavior
- Investigate/identify personal styles
- Investigate/identify group/corporate climate

Job Acquisition/ Development
- Practice good work habits/attitudes
- Deal effectively with professional colleagues/associates

Social Studies Application
- Investigate/apply principles of ethics
- Investigate/apply principles of psychology

Functional Social Studies
- Practice good work ethics

Name ______________________________ Score __________

Differentiate Between Desirable and Undesirable Traits on the Job

Managers and employees spend much of their time working with each other in daily operations. For this reason, it is important for everyone to develop desirable human relations practices. In this assignment, you will be required to determine which of the practices listed are desirable traits and which are undesirable traits. Place an "X" in the appropriate column below.

TRAIT	DESIRABLE	UNDESIRABLE
1. Become anxious about getting the job done		
2. Criticize constructively		
3. Ignore suggestions		
4. Take a "That's Not My Job" attitude		
5. Consider the feelings of others		
6. Show genuine concern for others		
7. Criticize privately		
8. Give praise in public		

TRAIT	DESIRABLE	UNDESIRABLE
9. Be willing to assume responsibility		
10. Give up when the going gets tough		
11. Arrive at work on time		
12. Change company rules to meet your needs		
13. Be open-minded and progressive		
14. Show loyalty to company		
15. Procrastinate when meeting report deadlines		

Reading Comprehension
- Gain factual information
- Make generalizations

Research and Reference
- Use standard references

Functional Reading
- Interpret forms and records
- Use content area vocabulary

Functional Writing
- Complete forms and records

Name ________________________________ Score __________

Use a Newspaper to Plan Activities for a Week

For this assignment sheet you will need the calendar of community events, entertainment section, restaurant guide, or any part of the paper that shows happenings in your town or a nearby town.

Using the paper, plan a week of entertainment for an out-of-town guest.

☑ **NOTE:** You may want to leave some free time.

MONDAY

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TUESDAY

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WEDNESDAY

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THURSDAY

FRIDAY

SATURDAY

SUNDAY

APPLIED ACTIVITIES | ***EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY*** **178**

Language
- State ideas clearly

General Relating
- Investigate/apply communication process models
- Analyze/apply nonverbal communication
- Investigate/apply cross-cultural communication
- Apply information to life experiences

Cognitive Activities
- Analyze/synthesize information

Name ______________________________ Score __________

Evaluate Use of Nonverbal Communication Skills

Approximately 65 percent of a communicated message is transferred nonverbally. To fully understand someone's meaning requires paying as much attention to the person speaking as to the words being spoken. Voice tones, facial gestures, and body language communicate more than the words do.

Part 1

Observe nonverbal communication in a group of persons. You may want to attend a meeting, go to a shopping mall, or simply observe your classmates. List nonverbal communication skills (both good and bad) that you observe.

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Part 2

1. Did the techniques you observed improve or detract from effective communication? ____________________

   Why or why not? ____________________

2. What nonverbal communication techniques do you frequently use?

3. In what areas do you need to improve?

4. List ways in which you can improve your nonverbal communication skills.

General Relating
- Investigate/apply communication process models
- Analyze/apply nonverbal communication
- Investigate/apply cross-cultural communication
- Apply information to life experiences

Teamwork/Cooperative
- Give/receive feedback

Name ______________________________ Score ________

Respond to Statements about Communication

Communication is important because it affects the kinds of relationships that a person has with other people. Messages from friends and acquaintances sharpen relationships. Communication by radio, television, and newspaper keeps a person in touch with people all over the world.

Part 1

Respond to the following statements about communication. Write a "T" in the blanks before statements that are true and an "F" in the blanks before statements that are false.

____ 1. It is possible to build a strong relationship without good communication.

____ 2. People should communicate with each other only during problem times.

____ 3. Communication can come in many ways.

____ 4. As long as you have conveyed your point, good communication has taken place, even if the other person was not interested.

____ 5. Getting feedback from the person with whom you are communicating is very important.

____ 6. There is only one way to communicate, and that is verbally.

____ 7. When you meet someone in the hall and that person just glares at you and does not speak, this is a form of communicating.

____ 8. Childhood teachings have much to do with communicating to another person.

____ 9. Good communication skills are important for children and adolescents, as well as adults.

_____ 10. Nonverbal communication consists only of facial expressions.

Part 2

Use the following key to check your answers from Part 1.

1.	F	2.	F	3.	T	4.	F
5.	T	6.	F	7.	T	8.	T
9.	T	10.	F				

Discuss in writing why the statements are true or why they are false.

1. ____

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2. ____

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3. ____

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4. ____

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5. ____

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6. ____

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7. ______________________________

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8. ______________________________

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9. ______________________________

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10. ______________________________

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Name ______________________________ Score __________

Solve Case Studies Using Team Management

Reading Comprehension
- Analyze cause and effect
- Draw conclusions
- React to written material

General Relating
- Apply information to life experiences

Cognitive Activities
- Identify critical elements/issues
- Define a problem
- Identify underlying causes
- Apply intuitive thinking techniques
- Transfer knowledge/training to new situations.

Team management concepts promote teamwork within departments, between teams, and among classmates.

Use team management concepts in solving the following case studies. Answer the following questions.

Case Study #1

Patient trays for the dining room patients are prepared by dietary personnel and loaded on tray carts. The tray carts are pushed into the dining room, where nurses aides pass the trays to the patients. The dietary supervisor observes a nurses aide pass the wrong tray to a patient.

1. How can the food service supervisor reinforce the team management approach in this situation?

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Case Study #2

In a long-term health care facility, patient care plans are completed in a weekly meeting of the nursing supervisor, the dietary supervisor, and the social services director. Each week a group of ten patients is discussed. The supervisors write out pertinent information concerning their particular services to the patient before coming to the meeting.

1. Is this an example of a team management concept?________

2. What are the good or bad points in this case study?

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APPLIED
ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY 181

Name ______________________________ Score __________

Production Simulation

Divide the class into groups of six to eight people. Give each group the following materials.

- one pair of scissors
- one roll of tape
- five sheets of construction paper

Have each group decide what they would like to make, given a ten minute time limit and using only the materials provided.

After the group has decided on a product, have them start construction. While the group is working, do the following to each group.

- After five minutes, remove one person from each group.
- Have one person in each group stop working for three of the ten minutes
- Remove the scissors for two minutes.
- Remove the tape for two minutes.

Have the groups stop working after ten minutes. Have each group discuss the following questions and report the group's experiences to the class.

1. Did some planning, assessing, organizing, delegating, or specializing take place? Why or why not?

____

____

2. What roles emerged in the group?

____

____

____

____

Interactive Communication
- Give/follow oral directions
- Apply questioning techniques
- Work effectively in a group
- Communicate with co-workers

General Relating
- Interact with co-workers
- Participate in group activities

Teamwork/Cooperative
- Investigate/identify group/corporate climate
- Give/receive feedback
- Investigate/apply group dynamics
- Resolve conflicts

Leadership/Influencing
- Analyze/apply leadership styles
- Analyze/apply management styles
- Obtain confidence of others
- Develop esteem in self/others
- Persuade others
- Analyze/apply motivation techniques
- Provide positive coaching

Cognitive Activities
- Create a finished product

Job Acquisition/ Development

- Deal effectively with co-workers

3. Was there a display of good leadership qualities, i.e., tactfulness, enthusiasm, teamwork, encouragement, discipline, cooperation?

____

____

____

4. What happens when people are absent or just don't show up to complete their responsibilities, such as the person removed from the group after five minutes?

____

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____

5. What happens when the working environment is not adequate, such as when the tape and/or scissors were taken for two minutes?

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6 What happens when members of the group are late or do not have an appropriate time schedule to follow, such as the person who quit working for three minutes?

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7. What happens when human and material resources are not used efficiently?

____

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8. Was the person who had the idea for what to make the same person who did most of the cutting or taping? Was it the same person who provided encouragement and enthusiasm?

____

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____

9. Are all roles in the group important? Would the same person always play the same role even if the project were totally different?

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10. Were there people in the group who refused to participate or seemed to be unable to do anything useful? If there was, what could have been done to better use their talents?

____

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11. What application does this activity have to school or work situations?

____

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Name ______________________________ Score __________

Brainstorm What Makes a Business Successful

Brainstorming is a simple technique that encourages creative strategies and idea exchange. You may be familiar with the process, but will benefit from a review of the basic rules and process. Research brainstorming in your library or resource center.

Divide into groups of four to five. Try to team with people you do not know. As a group, list at least fifteen items that make a business successful. When the list is complete, rank the top five items.

When teams have completed their lists and rankings, each group will present their top five items to the class. Have each team appoint a leader and recorder.

As a class, discuss the items each group ranked.

Research and Reference
- Select useful resources
- Locate resources

Interactive Communications
- Work effectively in a group

General Relating
- Participate in group activities

Cognitive Activities
- Apply a problem-solving model
- Devise a solution

Job Acquisition/ Development
- Develop self confidence/esteem
- Develop effective leadership

Oral Presentation
- Make informative presentations
- Present personal opinion/viewpoint
- Use effective body language

Interactive Communication
- Work effectively in a group

General Relating
- Identify personal values/attitudes

Teamwork/Cooperative
- Identify values/attitudes
- Select/apply appropriate behavior
- Investigate/identify personal styles
- Give/receive feedback
- Generate ideas

Job Acquisition/ Development
- Practice good work habits/attitudes

Functional Social Studies
- Practice good work ethics
- Analyze social issues

Name ______________________________ Score ________

Role Play Situations Involving Business Ethics

Choose one of the following topics or create one yourself. Then participate in a role-playing situation. Discuss the ethics involved with the class after the role-playing is complete.

- Calling in sick when you are not
- Sneaking "freebies" to family and friends
- Copying homework when yours isn't finished
- Taking staples, staplers, tacks, tape, or other property from your workplace
- Recording extra hours on your timecard
- Conflicts with your manager
- Failing to give a full day's work for a full day's pay

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Resolve conflicts

Cognitive Activities
- Define a problem
- Analyze/synthesize information
- Transfer knowledge/training to new situations

Name ______________________________ Score __________

Evaluate How to Get Along with Others

A successful person should know how to get along with others. By the results of this self-test, you will see how you are doing. Circle your answers.

1. You meet a person you immediately do not like. You would
    a. Try to find a topic of conversation of common interest.
    b. Avoid the person.
    c. Try to put the person in his or her place.
2. You are offered a job for which you are not fitted. You would
    a. Admit your inadequacy and offer to learn on the job.
    b. Refuse to try.
    c. Try to bluff through it.
3. When dealing with people, such as sales representatives or waitresses, you
    a. Usually smile and say something pleasant.
    b. Are nice if they are pleasant to you.
    c. Treat them impersonally.
4. You have been overcharged or undercharged in a business transaction. You would
    a. Ask the person to recheck the bill.
    b. Pay the bill without saying anything.
    c. Tell the person they have cheated you.

5. When you meet a person who is handicapped, you

   a. Treat the person as you would anyone else.

   b. Go out of your way to be especially nice.

   c. Try to avoid the person.

6. A friend has just bought an outfit which you think is unbecoming. They ask if you like it. You would say

   a. "Yes, I like the color. What would you think about changing the length of the pants?"

   b. "How's the weather today?"

   c. "It looks terrible."

7. You honestly feel that you

   a. Are interested in most people.

   b. Are only really comfortable with your own clique.

   c. Are bored with most people.

8. In a store you are in no hurry, but the person after you is rushed. You

   a. Suggest that the person go ahead of you.

   b. Make your selection because it is your turn.

   c. Take an extra long time just to calm them down.

9. When you meet people of different races or religions, you

   a. Consider them as human beings like yourself.

   b. Have a secret feeling of fear.

   c. Are convinced your way of life is superior.

10. After a picnic you find there is no trash basket. You would

    a. Take the papers, bottles, and food home with you.

    b. Try to hide the trash on the property.

    c. Leave it on the ground.

Scoring

give yourself 5 points for every "a" answer, 3 points for every "b" answer and no points for every "c" answer. Add up your score.

Analysis

35 to 50 points: You are very good in your relationships with others because you respect others and greet them with interest and courtesy. You are liked by your friends and those with whom you deal in a casual way.

18 to 34 points: You do very well with others most of the time, but you are sometimes self-centered and forget to put yourself in the other person's shoes. Try working toward more of those "a" answers, and you will find that living is more pleasant than it is now.

0 to 17 points: You are having trouble either because you are too shy or too aggressive. You know which! Good human relationships are like anything else in life; they take practice. Select someone you admire. Analyze his or her actions; then adapt those traits to your personality.

Why is this knowledge important to you?

At school (give an example)

___

___

___

At work (give an example)

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___

At home (give an example)

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General Relating
- Apply information to life experiences

Teamwork/Cooperative
- Resolve conflicts

Cognitive Activities
- Identify/evaluate consequences
- Identify/develop alternatives
- Evaluate alternatives
- Select an alternative
- Devise a solution

Name ______________________ Score __________

Interpret How to Reasonably Disagree

Part 1

Can you solve the following problems with no one involved losing face?

You are a clerk in a hardware store. A customer returns a drill purchased on sale. Signs all over the store say, "All sales final." He says it is the wrong size and he wants to exchange it. You remind him that you cannot exchange it because the one he wants is not on sale. He starts to get angry. How might you resolve this so you do not lose a customer.

A young married couple is furnishing a home. The husband's aunt gave them a coffee table that is too large, doesn't fit in with the decor, and is ugly. The wife doesn't want it. Because the aunt is coming to visit, the husband insists it be where the aunt can see it is being used. The wife says she goes or the table goes. How can this be solved reasonably.

> An efficient secretary is blamed for some missing papers. The boss is in a hurry and cross. It turns out a typist in the office had misplaced them. The boss apologizes but indicates to the secretary that she should have never allowed this to happen. The secretary is angry because she is very conscientious and felt she was wronged. How can this be resolved reasonably?

Part 2

In the workplace today there are many complex tasks that an employee must be able to learn on the job. During this learning and growing process, you must be able to recognize negative and positive criticism so that you can resolve conflicts. Look at the case studies below and answer the questions.

> Craig was a new employee at the local grocery store. One of his duties was to mop the floor every night after the store closed. The morning store manager told the afternoon manager that his new employee, Craig, was lazy because the corners of the floor were not being mopped. The evening store manager confronted Craig and repeated what the morning manager said about his being lazy.
>
> Was the criticism ___ negative? ___ positive?
>
> How would you have handled it?

Sarah and Jane were co-workers in a department story. They were each assigned two display windows to plan and set-up. After the windows were completed, a fellow employee stood back and complimented both of them on their ability to select merchandise for display. Sarah's display was arranged poorly and needed some changes to create a more attractive balance. The fellow worker stated, "Sarah, the merchandise you have selected makes a statement to the customers, but the items are so closely grouped together they tend to hide the good features."

Was the criticism ___ negative? ___ positive?

How would you have handled it?

____

____

____

____

Reading Comprehension
- React to written material

General Relating
- Apply information to life experiences

Teamwork/Cooperative
- Select/apply appropriate behavior
- Give/receive feedback

Cognitive Activities
- Analyze/synthesize information

Name ______________________________ Score __________

List Ways to Overcome Objections

Below is a list of objections customers often give when shopping. If you want to make a sale, you must be able to respond to each one. Tell how you would answer each one.

1. Your price is too high. ______________________________

2. I must consult my husband first. ______________________________

3. I'm in a hurry now, but I will be back later. ______________________________

4. I think I can do better somewhere else. ______________________________

5. I left my purse at home. ______________________________

6. I'm too tired to know what I want. ______________________________

7. Everyone in town will have one just like it. ____________________

____

____

8. I can buy it cheaper across the street. ____________________

____

____

9. Will you reduce the price? ____________________

____

____

10. I won't have anything to do with your company; they gave me a bad deal last year.____________________

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APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

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General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Identify values/attitudes
- Select/apply appropriate behavior
- Give/receive feedback
- Control undesirable/inappropriate behavior

Name ______________________________ Score __________

Explain How to Solve Everyday Human Relation Problems

Write your reaction to the following situations.

1. You are in a grocery store. A small child starts whining, and the mother slaps the child.

   You are the clerk at the cash register. How do you feel? How do you act?

   ____

   ____

   ____

   ____

   ____

   You are another customer. How do your feel? How do you act?

   ____

   ____

   ____

   ____

   ____

You are the manager. How do you feel? How do you act?

It was your child. How do you feel? Why did you act the way you did?

2. You see a boy snatch an old lady's purse. How do you feel? How do you act?

You recognize the boy as a friend of your sister. How do you feel? How do you act?

You do not recognize the boy, but it is your grandmother's purse. How do you feel? How do you act?

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3. You are working in a fast food restaurant. Another employee takes the tip that was left at your table. How do you feel? How do you act?

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Name ______________________________ Score __________

Analyze a Case Study on Employee Development

Many problems encountered by managers could have been prevented had proper interviewing, selection, scheduling, and training taken place with each new employee. Each of these function of personnel management costs the firm money, but taking time initially can prevent costly errors and low employee morale later.

In this assignment you are given a case study dealing with selection, training, motivation. Read the case study and analyze the situation.

Part 1

The Mid-State Hotel Equipment Company was established by two people, Darci Young and Robert Roe. Both were successful wholesale salespeople. Darci took charge of the office, while Robert retained control of the sales department. Principally because of the clientele that Robert had built up in this area, the company expanded rapidly and soon attained a prominent position in the local trade. The company employed three people in the shipping room, four people in the office, and three people in sales. Most of the sales required a complete installation of the equipment. These installations required considerable skill and experience. Mr. Roe found that it was almost impossible for him to lay out and control all of the installations the company was making. He placed the following advertisement in a local newspaper: "Wanted - a young person interested in a future as a skilled sales engineer. Will train. No experience necessary. Give full particulars. Write c/o Box 210."

After he reviewed all the responses and conducted preliminary interviews, Mr. Roe decided to ask Jamie Krenshaw for a final interview. She seemed to have the qualifications Mr. Roe desired. She was 25 years old, married, and a veteran. Before serving in the Air Force, she was a photographer. Her letter was neat and well composed. Mr. Roe arranged for an interview.

Jamie arrived at the appointed time. After a brief discussion of her qualifications and the job, Mr. Roe started to describe the opportunities of the position offered.

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Listening
- Draw conclusions/make generalizations

Interactive Communications
- Work effectively in a group

Cognitive Activities
- Collect/record information
- Define a problem
- Analyze/synthesize information
- Draw conclusions
- Identify/evaluate consequences
- Devise a solution

MR. ROE: Laying out an installation is a skilled job. It requires hard work, experience, knowledge of the equipment, and most important, a lot of ingenuity. Now, I think that you have the basic stuff. If you're interested, I can give you the necessary training.

JAMIE: It sounds very interesting, Mr. Roe. I've always been able to learn quickly, and I think I'll be able to catch on without too much trouble.

MR. ROE: Well, there's a real future here. There are so many people trying to do this work who don't know what's going on, that a good worker who knows the business is really appreciated. Why, look at me! I have so many installations here that I can't handle them all myself. That's why I need someone to help me. This organization has grown rapidly, and it's going to keep right on growing. I've got to get someone in now — someone who can grow right with the company. After all, I'm not so young anymore; and I can't keep up this pace. I'm going to have to take it a little easier in the future. Well, how does it sound, Jamie?

JAMIE: It sounds very good to me, Mr. Roe. I think there's a lot to be learned, and I'm pretty sure I can handle it. I've always wanted the chance to start with a young company and grow with it. This does sound good to me.

MR. ROE: Well, then, I guess it's settled. Be here around 8:30 Monday morning, and you can start right in.

JAMIE: Thank you very much, Mr. Roe, I'll see you Monday.

On Monday, Jamie reported to work. Her first assignment was helping with sales on the floor. As Mr. Roe told her, "The first thing you have to do is get some idea of what the equipment is like. If you aren't busy selling, I want you to spend your time reading and studying some catalogs."

For several days, Jamie had a great deal of trouble, since she did not know names, uses, or even the location of the merchandise on the display floor. However, gradually, she began to find her way around.

About one week after Jamie started working, Mr. Roe decided to spend some time with her, explaining the various classes of merchandise sold by the company. Jamie listened intently, and this talk seemed to rekindle her enthusiasm. For the next two weeks, Jamie continued to work on the floor and continued to have informal talks with Mr. Roe on Saturdays. Then she was asked to help with stock control for a couple of weeks. While working in stock control, Jamie's enthusiasm and interest seemed to be lagging. Mr. Roe was not very happy with her progress. Mr. Roe remarked to his partner, "I don't know what's wrong with Jamie. She just doesn't seem to use common sense, and she's wasting a lot of time talking to the office help. I'm going to start working more closely with her. Maybe then she'll straighten out." Shortly thereafter, the Saturday afternoon talks had to be dropped because a number of important installations were pending and Mr. Roe was kept very busy.

About this time, Mr. Roe went to Chicago to attend a convention. He left Jamie in charge. During the three days Mr. Roe was gone, Jamie spent a good deal of time out of the office. When Mr. Roe returned, Jamie approached and said, "Look Mr. Roe, I know that you aren't very happy with the way I've worked out on this job. Frankly, I'm not very happy either. Why don't we just call it quits?"

Part 2

1. Identify the problem.

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____

2. Gather information.

____

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3. List possible solutions.

4. Evaluate probable results of each solution.

5. Decide on the best solution.

Reading Comprehension
- Gain factual information
- Draw conclusions
- Make generalizations

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Interactive Communications
- Work effectively in a group

General Relating
- Participate in group activities

Name ______________________________ Score __________

Evaluate an Open Door Policy

Many team leaders or managers claim to maintain an "open door" to the office. They want the staff to feel free to come into the office and discuss anything relating to the firm. Some encourage "small talk" as well. This assignment will help you understand the challenge of maintaining open communication.

Read the case study and answer the questions. Be prepared to discuss your responses with the class.

Part 1

Tina Saunders, chief accountant, and Bob Williams, manager of the men's department, were walking down the main aisle of Mason's Ready-to-Wear Shop on their way out to lunch. As they approached the door, they saw Jim Mason, the president, talking to Miss Bates, the jewelry department manager. Jim was trying to edge away, and he sounded somewhat impatient as he said, "Well, I have to run along now. Drop into my office when you have a chance. You know..."

As Tina and Bob walked out the door, Bob said, "Bet his next words were 'My door is always open'."

Tina replied, grinning, "I won't take that bet."

After the two were seated in the restaurant across the street, Bob said, "Jim is finding it pretty hard to take his father's place as head of the store. Of course, it was a shock to him when his father was killed in that plane crash. But, it's been over eight months now, and Jim is still tense and keyed up all the time. It's not that he doesn't know store operations. He was well-coached from the ground up. Started as a part-time stock boy even before he was in high school, and he worked every summer through his high school and college years. He spent time in every department. For five years he was his father's assistant. So he knows operations all right."

Cognitive Activities

- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Apply intuitive thinking techniques
- Transfer knowledge/training to new situations

Tina was quiet for a few seconds before answering. "Yes, he knows operations. Maybe that's his trouble. Now, don't get me wrong. I like Jim. But I can't really get to him with ideas or suggestions. I've been with the store for a little over two years." Tina paused for a moment, then said, "I was assistant chief accountant over at the Emporium when I heard of the opening here. I heard, too, that Mr. Mason, Jim's father, was a fine person to work for, and he was. He gave me free reign in the accounting department and let me make a lot of changes after I'd discussed them with him. Easy man to talk to. Encouraged ideas. But not..."

"I know" said Bob. "Now we don't have a chance to discuss either ideas or problems with the boss. But heaven forbid that we go ahead and make our own decisions. I've stopped dropping in that 'open door.' Last week I made an appointment with Jim to discuss the new line of shirts and suits we'd been handling for the last month.

"When I got to his office," explained Bob, "Jim was on the phone. He motioned to a chair, and I sat down. When he hung up, he dashed out, without a word, to talk with his secretary. He came back, wrote some things on a pad, and made a few notations on some incoming mail. He then turned to me and said, 'Well, what's your problem today? My door is always open!'

"I reminded him that he had agreed to discuss the new shirt and suit lines. I also told him that I had some sales figures and some customer comments which the clerks had passed on to me. When I mentioned clerks, he broke in to sound off about the shortage of help in the women's department. Then the phone rang. We got back on the track again for about three minutes. He was looking at the sales figures, and I was pointing out the upward trend, when he said, 'What do you think of Thompson in your department? Is he slowing down a bit?'

"Well, after that comment, I was trying to think of an excuse to leave, but I was saved by the phone. He was pretty angry when he finished the phone conversation. He turned to me and said, 'Trouble in the advertising department again. Blake is always crying on my shoulder. Guess we have your problem worked out, haven't we? Blake is coming up now. But, when you have a chance, drop back, and let's have a real chat about your department. Especially those new lines we put in a while ago.' I said thanks and left. I'd just about reached Mary's desk in the outer office when Jim called, 'Thanks for coming, Bob. Come back any time. You know my door is always open.'"

Part 2

1. How does Jim rate as a good listener?

2. Give three examples to justify your rating of Jim.

3. What is the reaction of employees to Jim?

4. What is Jim's attitude toward his employees?

5. In your opinion, what is wrong with the way Jim acts in meetings with a staff member?

____

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6. What could Jim do to improve meetings with employees, such as the one Bob described?

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Reading Comprehension
- Gain factual information
- Draw conclusions
- Make generalizations
- React to written material

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Present personal opinion/viewpoint

Interactive Communications
- Work effectively in a group

General Relating
- Participate in group activities

Name ______________________________ Score __________

Analyze Primary Success and Failure Factors for a Small Retail Business

There are many factors which have a direct effect on a business' success or failure. Prospective new business owners should be able to analyze their situations and decide whether or not they are ready to venture into business for themselves. By doing this, they may be able to avoid problems and take advantage of successes as they begin their businesses.

In this assignment, you are given two case studies describing the characteristics of a prospective owner for a small retail business. Read the case study and analyze the primary success and failure factors described by answering the questions that follow. Be ready to discuss your responses with the class or a smaller group of students.

Part 1

Cass Lee was always known for her mechanical ability. As a youth, she quickly moved from bike repairs to automobile repairs. In high school, she was the best mechanic in the class; all her free time was spent at the gas station near her house. She learned engine repair, body work, and wiring. She was the first person people called when they had car trouble.

Cass saw a future for herself in auto repair and, wanting to run her own show, looked for her own station. A major oil company had a station with two service bays available on a heavily traveled highway. The rent, however, would be a relatively large percentage of gas sales. This meant that if she only pumped gas, by the time the rent, gas, and oil were paid, she would earn less than the minimum wage. Nevertheless, Cass decided to take the station although she worried that if a gas-price war started with her competitors, her business might be wiped out.

Cass needed someone to pump gas while she did repairs. She looked for someone who was as motivated about auto work as she once had been. She soon hired a high school graduate who wanted to learn auto repair and who seemed reliable. However, Cass was busy and didn't have time to teach her helper properly.

Cognitive Activities

- Collect/record information
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions
- Predict results/outcomes
- Apply intuitive thinking techniques
- Transfer knowledge/training to new situations

Social Studies Application

- Investigate/apply principles of economics

At first things went well. In a few months, however, problems began to appear. Because Cass had her own work bays, her friends came to her for help — some paying reduced rates while others asked for and were given credit. Some even borrowed the empty bays to work on their own cars. Because she was so easygoing, Cass felt awkward asking them for payment.

During this time, Cass was pleased with her income. She paid for her gas with each delivery and had quite a bit of money left over. Being new to business, when she saw so much extra money, Cass assumed that whatever was left after expenses was hers. She made her payments to the oil company, paid her other bills, and spent the remainder.

Earlier, the company had suggested that she keep detailed records to avoid financial problems. Cass gave that chore to her mother, who once had worked in an office but had little experience in bookkeeping. Her mother repeatedly told her that something seemed amiss, but Cass assured her that she was paying for everything and that there couldn't be an problems.

One day, however, not enough money was available to pay for the full gas delivery. The gas company sent a representative to help Cass check her figures. They found that a lot of gas, as well as parts and a few tires, were missing. Too busy with repairs, Cass had given her helper total responsibility for the gas pumps. When questioned by Cass, the helper admitted that he had been pumping free gas to his friends and for his own car, and that he had incorrectly recorded figures on the pumps.

Cass eventually found out that her employee also had stolen the parts and tires. With the help of a company representative, Cass cleared up her books. She hired a mechanic to do repairs. She kept watch over the gas pumps and books more carefully while the mechanic worked in the bays. However, the mechanic was careless, and several customers told Cass they would not return to her station for future repairs. By that time, Cass was behind in her payments and didn't know what to do next.

1. Explain how the "people factor" affected Cass Lee's business.

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2. How would a more effective record keeping system have helped prevent Cass Lee's problem?

3. How would Cass Lee have been better prepared to own and operate a business?

4. What steps should Cass Lee now take to ensure the success of her business?

5. If you had been Cass Lee, how would you have organized and operated the service station business?

Part 2

Terry Thomas is 32 years old, and is working as an assistant manager for a large supermarket. Terry has been an employee of that supermarket for twelve years, but has worked only one year as an assistant manager. Terry graduated from high school and has completed three years of college, majoring in business administration. Terry feels that the supermarket does not offer advancement potential, at least not in the near future.

Terry has had the desire for several years to open a supermarket, but has not desired to leave the security of a monthly paycheck. However, because of the lack of advancement potential, Terry is now seriously considering opening a small supermarket.

Terry has a chance to lease a suitable building located in a rapidly developing suburban neighborhood. There is very limited competition at this time, and there is plenty of parking space available.

Terry estimates that it will take approximately $40,000 for stock and for other expenses necessary to start a business. Terry has $10,000 in savings to invest and would have to borrow the remaining $30,000.

Terry estimates that two employees would be needed to operate the supermarket. These employees would be responsible for such jobs as stocking shelves, checking at the cash register, and cleaning the store.

1. What "management factors" should Terry consider in deciding whether or not to open a supermarket?

2. What "money factors" should Terry consider in deciding whether or not to open a supermarket?

3. What "people factors" should Terry consider in deciding whether or not to open a supermarket?

4. What "market factors" should Terry consider in deciding whether or not to open a supermarket?

5. How could Terry better prepare himself to own and operate a small supermarket?

6. If you were Terry, how would you organize and operate the supermarket?

Name ______________________________ Score __________

Implement a Method to Increase Productivity

Choose a company or department that can be observed. It could be a local cooperative company or even your school. Identify a job or an area in which productivity needs to be improved. Plan and implement a method to increase productivity in the area or job identified.

1. Describe the improved method and explain how it differs from the previous method.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Make informative presentations
- Present personal opinion/viewpoint

Listening
- Apply active listening skills

General Relating
- Apply information to life experiences

Cognitive Activities
- Identify critical elements/issues
- Define a problem
- Analyze/synthesize information
- Identify/develop alternatives
- Evaluate alternatives

Job Search/Selection
- Analyze duties/requirements/ benefits of specific job

2. Describe the benefits to management and employees.

3. How did you implement the plan?

4. Were you successful? ____________________

5. How would you improve your technique of implementing the changes?

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6. Present your idea for the change to the class. Listen carefully if other students present ideas. Discuss these ideas as a group. Be prepared to constructively comment on the project.

Name ________________________________ Score __________

Rank Employees' Needs and Desires

All too often managers think that they know what the employees want, but the employees claim otherwise. To illustrate this point, the following survey was conducted. The managers were asked to rank ten job factors in the order they thought their employees would rank them. Independently, the workers were asked to rank the same factors in order of importance.

Rank the ten factors as you believe meet employees would rank them. Write a "1" before the factor you believe the employees will rank as their first concern, a "2" before the second most important factor, and so on through number 10. Then compare your results with those of the original survey that is printed the back of this page. Be sure to discuss what you discovered with the rest of the class.

Job Factors

____ Work that keeps you interested

____ Good wages

____ Job security

____ Good working conditions

____ Personal loyalty of management to workers

____ Promotion and growth in company

____ Feeling "in" on things

____ Full appreciation of work done

____ Sympathetic help on personal problems

____ Tactful disciplining

Functional Reading
- Interpret forms and records
- Follow written instructions

Data Analysis and Display
- Calculate statistics
- Interpret statistics

Oral Presentation
- Use good speaking techniques
- Select/use words effectively

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Identify values/attitudes
- Identify needs/drives

Cognitive Activities
- Analyze/synthesize information

Job Factors	Employee Rating	Supervisor Rating
Full appreciation of work done	1	8
Feeling "in" on things	2	10
Sympathetic help on personal problems	3	9
Job security	4	2
Good wages	5	1
Work that keeps you interested	6	5
Promotion and growth in company	7	3
Personal loyalty of management to workers	8	6
Good working conditions	9	4
Tactful disciplining	10	7

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Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources
- Locate resources

Composition
- Construct graphics and symbols

Research
- Take notes

Oral Presentation
- Make informative presentations
- Use good speaking techniques

Interactive Communications
- Work effectively in a group

General Relating
- Participate in group activities

Cognitive Activities
- Collect/record information
- Analyze/synthesize information
- Create a finished product

Information Analysis
- Collect/record data
- Interpret graphical information
- Construct graphical information

Name ______________________________ Score __________

Design Organizational Charts

1. Read the paragraph below; then design an organizational chart for Deb's Wear. You may wish to research organization charts developed by your school system as an example.

   Deb's Wear is a ladies-wear business that employs eight people — two assistant managers, four sales-clerks, and two stockers. An assistant manager, two clerks, and one stocker should work each shift. Design a chart which will show the positions of managers and workers and the line of authority.

2. Form groups of 4–5 students. Choose a company you are familiar with. Research the company to learn about its structure and organization. Design an organizational chart for the company. Present the chart to the class.

Name ______________________________ Score __________

Write an Memorandum—1

A business memorandum is more than just a means of communication. It is often an item written to persuade, clarify, or order something done. It may even serve as a legal record to document action taken during a difficult situation. For these reasons, it is important that each employee be skilled in memo writing. Select one of the situations below and write an internal business memorandum on a separate sheet of paper. Make up names and add any reasonable details. Hand in your completed memo to your instructor for evaluation.

1. You supervise the veterinary assistants at the local veterinary clinic. Write an internal memorandum stating the following change in record keeping policy: all pets will now be listed under the owner's name in the office files instead of being listed by the pet's name and breed. This was implemented because it will prevent errors caused when listing mixed breed animals or animals with the same name. It will be easier because all farm animal records are listed under the owners' names. Give the employees a time limit to have the records changed and any other pertinent directions.

2. You are the owner of the local feed store. Business is booming, and your staff has a heavy work load already. Today, you received news that one employee, Steve Sumpter, was injured in an accident. He expects to work half-time beginning next week and then full-time again in one month.

   In order to take advantage of the busy season (and avoid paying a new employee, because the agribusiness cannot afford it), write an internal business memorandum to all employees stating that they will have to begin working two hours extra per day until Mr. Sumpter returns to work or the busy season ends, whichever comes first. List reasons for the action and possible consequence if employees do not choose to work extra hours.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Proofread and edit

Interactive Communications
- Communicate with co-workers

General Relating
- Interact with co-workers

Job Acquisition/ Development
- Deal effectively with co-workers

Name ______________________________ Score __________

Write a Memorandum—2

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Proofread and edit

Interactive
- Communicate with co-workers

General Relating
- Interact with co-workers

Job Acquisition/ Development
- Deal effectively with co-workers

Although a memorandum is much shorter than a business letter, it is just as important that a memo be written properly as a letter. Review the basic structure of a memorandum using a textbook or reference material from a library or resource center. Then select one of the situations below and write a memorandum on a separate sheet of paper. Make up names and add any reasonable details. Hand in your completed memo to your instructor for evaluation.

1. You supervise the part-time concessions' help at the local movie theater. Lately, two of your employees have been missing work on weekends when you have heard that there is a dance or big game at the high school. The two have done this without making arrangements for other employees to replace them at work.

   Write a memo to your staff telling them that they must arrange for a replacement during the times they miss work. Explain why not following this procedure causes a problem.

2. You supervise the clerical staff in a large division of an oil company. Your staff has a heavy workload and your supervisor expects to see results daily. Lately, you've noticed that several workers have been spending an undue amount of time visiting and taking cigarette breaks, and meanwhile, the other staff members have not been helping answer the telephones. Today, an important executive informed you that the Atlantic Operation had complained several times that no one would answer the phone.

   You have two problems here—workers taking breaks and visiting too often, and other workers not covering the telephones. Select one or both problems and write a memorandum to you staff telling them why this is causing a problem and what your expectations are for correcting it.

Reading Comprehension
- Gain factual information
- Draw conclusions

Research and Reference
- Find materials in library
- Use magazines and newspapers

Oral Presentation
- Make informative presentations
- Present personal opinion/viewpoint

Cognitive Activities
- Analyze/synthesize information
- Create a finished product

Functional Social Studies
- Select/use sources of information on current events
- Analyze current events

Name ______________________________ Score __________

Evaluate Management Skills

Clip five articles from newspapers or magazines that pertain to management skills. These articles can be examples of either good or poor management practices, i.e., company receives award for hiring practices, or company goes bankrupt. Share with the class, explaining your point of view as to good or bad management practices, and discussing why you feel that way.

List the headlines of the stories.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

Name ______________________________ Score __________

Identify the Leadership Traits in Community Leaders

1. Select three individuals in your local community who appear to you to be good leaders. List three leadership traits that you believe each individual possesses. You may need to research your answers.

NAME	LEADERSHIP TRAITS
a. ________________	1) ________________
	2) ________________
	3) ________________
b. ________________	1) ________________
	2) ________________
	3) ________________
c. ________________	1) ________________
	2) ________________
	3) ________________

2. What type of city government do you have in your community?

____

____

3. Who are the leaders in city government?

____

____

Research and Reference
- Select useful resources
- Locate resources

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Leadership/Influencing
- Analyze/apply leadership styles
- Analyze/apply management styles

Information Analysis
- Collect/record data

Social Studies Application
- Investigate/apply principles of government/politics

Functional Social Studies
- Investigate/participate in government

4. How did they prepare for their jobs?

___

___

___

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

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Reading Comprehension
- React to written material

Functional Reading
- Interpret forms and records

Functional Writing
- Complete forms and records

General Relating
- Identify personal values/attitudes
- Apply information to life experiences

Teamwork/Cooperative
- Identify values/attitudes
- Identify needs/drives
- Investigate/identify personal styles

Cognitive Activities
- Analyze/synthesize information

Name ______________________________ Score __________

Rate Yourself as a Leader

Leaders tend to exhibit certain personality characteristics. The self-evaluation below will provide insights into personal leadership strengths and weaknesses.

For each statement in Part 1, place an "X" in the column that best expresses your feelings about the statement. In Part 2 answer the questions to help determine areas that require practice and work.

Part 1

	Need to learn	**Need to improve**	**Can do well**
1. I can make decisions confidently.	____	____	____
2. I can set clear goals.	____	____	____
3. I am well groomed.	____	____	____
4. I can effectively communicate instructions to others.	____	____	____
5. I show genuine enthusiasm.	____	____	____
6. I can accept constructive criticism.	____	____	____
7. I can motivate others to perform tasks.	____	____	____
8. I am dependable at all times.	____	____	____
9. I am flexible.	____	____	____
10. I enjoy meeting new people.	____	____	____

Job Acquisition/ Development
- Practice good personal presentation
- Develop effective leadership

Information Analysis
- Collect/record data

Social Studies Application
- Investigate/apply principles of psychology
- Investigate/apply principles of sociology

	Need to learn	**Need to improve**	**Can do well**
11. I feel good about myself.	____	____	____
12. I offer encouragement to others.	____	____	____
13. I can delegate jobs to others.	____	____	____
14. I respect other's opinions.	____	____	____
15. I make an effort to arrive on time.	____	____	____
16. I have the courage to face problems.	____	____	____
17. I can admit my mistakes.	____	____	____
18. I can accept compliments, honors, and advancements graciously.	____	____	____
19. I am a good listener.	____	____	____
20. I am honest with myself and others.	____	____	____
21. I have the determination to keep trying until a task is successfully completed.	____	____	____
22. I can provide constructive criticism tactfully.	____	____	____
23. I have group pride.	____	____	____

	Need to learn	Need to improve	Can do well
24. I can confidently perform public speaking.	____	____	____
25. I enjoy working with people.	____	____	____

Part 2

1. What are your leadership strengths?

____

____

____

____

2. What are your leadership weaknesses?

____

____

____

____

3. How can your leadership skills be improved?

____

____

____

____

APPLIED ACTIVITIES

EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY

199

Listening
- Draw conclusions/make generalizations

Interactive Communications
- Give/follow oral directions
- Work effectively in a group

General Relating
- Participate in group activities

Teamwork/Cooperative
- Identify values/attitudes
- Identify needs/drives
- Investigate/identify personal styles

Leadership/Influencing
- Analyze/apply leadership styles
- Analyze/apply management styles

Cognitive Activities
- Collect/record information
- Apply intuitive thinking techniques

Job Acquisition/ Development
- Develop effective leadership

Name ______________________________ Score __________

Identify the Characteristics of Successful People

Think of successful business people you know or have read about. In this exercise, you will identify their qualities.

List the qualities of successful business people you know or have read about:

____

____

____

____

____

____

In a small group or with the entire class, discuss the qualities you listed. Compile a joint list that includes those qualities agreed on by the group.

____

____

____

____

____

____

____

____

Think about your own characteristics and qualities. What qualities do you find comparable?

APPLIED
ACTIVITIES

EMPLOYMENT SKILLS
FOR THE TWENTY-FIRST CENTURY

200

Name ______________________________ Score __________

Make Recommendations to Improve Leadership Skills

To be an effective employer you will need to constantly evaluate and improve your leadership skills. This assignment is designed to make you more aware of the leadership skills you use with ease and the skills you should plan to develop and improve.

Write an "X" in the blank before each leadership skill you feel is important in performing the job duties.

____ Inspiring people

____ Teaching people

____ Dealing with people fairly and diplomatically

____ Obtaining and holding confidence and respect of others

____ Achieving cooperation and teamwork

____ Making decisions properly

____ Admitting errors

____ Analyzing and planning

____ Developing self-confidence in others

____ Developing employee initiative

____ Obtaining and using suggestions from employees

____ Giving support to workers

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Leadership/Influencing
- Analyze/apply leadership styles
- Analyze/apply management styles

Cognitive Activities
- Analyze/synthesize information

Job Search/Selection
- Analyze personal occupational aptitudes/preferences

Job Acquisition/ Development
- Develop self confidence/esteem
- Develop effective leadership

Of the leadership skills you checked, list the two that you feel you se most effectively; explain.

Of the leadership skills you checked, list the two you feel need the most improvement. Explain how you could improve your use of these two leadership skills.

APPLIED ACTIVITIES | ***EMPLOYMENT SKILLS FOR THE TWENTY-FIRST CENTURY*** | **201**

Name ______________________________ Score __________

Perform Management Duties

Part 1

Act in the capacity of a manager as assigned by your instructor.

Part 2

After completing Part 1, complete the following self-evaluation and discuss it with your instructor or class.

1. Check the types of management responsibilities you experienced in this assignment.

____ Assigning tasks in area of responsibility

____ Giving instructions

____ Following up to see that work is accomplished

____ Reporting important information to another manager.

____ Orienting and training new personnel

____ Supervising care and maintenance of equipment

____ Preparing work schedules and time schedules

____ Developing and enforcing important procedures and schedules

____ Establishing and maintaining safety standards

____ Ordering supplies

____ Receiving deliveries an checking merchandise

____ Managing activities of all workers in the department

Functional Writing
- Complete forms and records

Oral Presentation
- Use good speaking techniques
- Select/use words effectively
- Use effective body language

General Relating
- Interact with co-workers
- Participate in group activities

Teamwork/Cooperative
- Give/receive feedback

Leadership/Influencing
- Analyze/apply leadership styles
- Analyze/apply management styles
- Analyze/apply motivation techniques

Job Acquisition/ Development
- Practice good personal presentation
- Develop effective leadership
- Deal effectively with co-workers

____ Others (Please list.)

____

____

____

____

2. Which one of the responsibilities that you experienced were completed successfully?.

____

____

____

____

3. Which of the activities do you feel you need more training or experience to handle successfully?

____

____

____

____

4. Plan with your instructor ways to obtain the training or experience identified in item 3.

____

____

____

____

Activity 9

Part 2

1. Atlantic
2. France
3. Seine
4. Paris
5. Italy
6. Alps
7. Mediterranean
8. Sinai
9. Indian
10. Hawaii
11. Pacific
12. Golden
13. San Francisco

Activity 10

1. cacti or cactuses
2. conductor
3. labor, toil
4. noun
5. 4
6. a tricky device or stunt
7. metal
8. noun, verb
9. 4
10. data

Activity 11

1. a. Pacific
   b. Mountain
   c. Central
   d. Eastern
2. 12 A.M. (Midnight); No; It is too late. He will be in bed.
3. 5 A.M.; 7 A.M.
4. 11 A.M.; 12 P.M. (Noon)

Activity 17

1. 1750 Pitkin Lane; 236-4578
2. 64 Sixteenth Avenue; 333-5688
3. 418 Miller Avenue; 498-3678
4. 94 Bay Place; 457-0987
5. 524 Fifty-sixth Street; 335-0974
6. 1722 Union Boulevard; 788-4755
7. 172 West First Street; 224-9846
8. 175 Troy Street; 222-3458
9. 124 East Thirty-third Street; 940-8763
10. 2809 Wyckoff Circle; 875-9043

Part 2

1. 918
2. 803
3. 614
4. 314
5. 518
6. 713
7. 601
8. 307
9. 505

Activity 20

1. A 4
2. C 4-7
3. F 2-9
4. D 5
5. F 2-9
6. F 10-11
7. A 8
8. C 4-7
9. D 1-16
10. C 12
11. C 8-11

Activity 22

1. c, d
2. c, f
3. e
4. b
5. a
6. c
7. c, f
8. c
9. b
10. b, c, d
11. e
12. c, d
13. b
14. c
15. b, c, d
16. c, d
17. e
18. a
19. e
20. c, f

Activity 25

Part 1

1. Yes both provide the basic needs of pricacy, shelter, and security.
2. Apartment A provides added wants such as extra bedrooms, dishwasher, washer/dryer, microwave, and poolside location that are not really needs.
3. $75.00
4. Apartment A—$5,400.00
   Apartment A—$4,500.00

Activity 30

1. $550.00
2. the first day of the month
3. The renter will be charged a ten percent penalty.
4. $275.00
5. Yes, if the apartment is left in good condition at the end of the lease period of 12 months.
6. in the event of an emergency
7. No pets are allowed.
8. the renter
9. to be certain that the renter has the means to pay the rent
10. twelve months after the signing date
11. 30 days

Activity 31

1. Luxury 1-bedroom townhouse, 1 bathroom, fireplace, washer/dryer. Rent $420.00 a month plus utilities. References required. Shown by appointment only. Phone 555-5555.
2. Rural 3-bedroom, 2-car garage house. Available to rent on January 15. Central air conditioning, ceiling fan, fireplace, appliances included. Rent $300.00 a month plus utilities and a deposit. References required. Call 555-0000 after 6 P.M.
3. 2-bedroom, 1½ bathroom apartment. Furnished. Available to rent on March 1. Rent $250.00 a month plus a deposit. Apartment located at 11111 West 1st Street. Call 555-1111.
4. Must sell beautiful 2,000 square foot home. 4-bedroom, 3 bathrooms, 2-car garage, fireplace, central air conditioning, appliances included. Asking price $89,000. Listed with Ford Realty, phone 555-5555.
5. Lovely home with new inground swimming pool. 1,700 square foot home with 3-bedroom, 2 bathrooms, 1-car garage. Located in the Southwoods school district. Shown by appointment only. Listed with Realty World, phone 555-0000.

Activity 35

1. cm, in
2. km, mi
3. dm, yd, ft
4. bd ft, cd ft, mm, gm, l, cc
5. cu ft

Activity 36

1. St.
2. Ave.
3. Blvd.
4. Rd.
5. Ln.
6. Dr.
7. Ct.
8. R.R.
9. RFD
10. Rt.
11. P.O. Box

Activity 37

1. tsp or t
2. tbsp or T
3. pt
4. qt
5. gal
6. oz
7. lb
8. bu, pk, lb
9. doz
10. gr, doz

Activity 38

1. Jan.
Feb.
Mar.
Apr.
M.
Je.
Jl.
Aug.
Sep.
Oct.

Sun.
Mon.
Tue.
Wed.
Thurs.
Fri.
Sat.

Nov.

Dec.

2. a. December Dec.
   b. Saturday Sat., Sunday Sun.
   c. June Je, July Jl., August Aug.
   d. January Jan.
   e. February Feb.
   f. November Nov.
   g. Monday Mon., Tuesday Tues., Wednesday Wed., Thursday Thurs., Friday Fri.
   h. September Sept.
   i. October Oct.
   j. March Mar.
   k. April Apr.
   l. May M.

Activity 39

Part 1

1. stories, plays, poems, and essays
2. house, put up the walls, poured the concrete, and plastered
3. were, how you were, or when
4. material, thread, pins, needles, and patterns
5. Sara, Kim, Sandy, Peggy, and I
6. baseball, football, and basketball
7. custards, pies, cakes, and cookies
8. spark plugs, air filters, gasoline filters, and jumper cables
9. lumber, charcoal, creosote, turpentine, and rosin
10. tea, juice, lemonade, and punch

Activity 40

Part 1

1. way, but
2. supplies, but
3. can, and
4. class, but
5. life, and
6. water, and
7. oil, and
8. mail, or
9. party, nor
10. types, and
11. circles, and
12. play, but

Activity 41

Part 1

1. Well, I
2. No, I
3. Yes, I
4. So, I
5. Why, I
6. Also, I
7. Why, surely
8. therefore, falcons
9. Yes, a
10. Well, I

Activity 42

Part 1

1. brother, the thinker in our family, enrolled
2. Reunion, a big annual picnic, was
3. house, a large mansion, was
4. John, one of our scientific geniuses, blew
5. truck, one carrying 4 tons of gravel, tipped
6. Chisels, especially those carried on construction jobs, are
7. Fritz, a skilled welder, did
8. Tennis, a lively game, is
9. Rita, an extremely talented girl, won
10. Snorky, my little cocker spaniel, barked

Activity 43

Part 1

1. mules, in my opinion, are
2. squirrels, for example, can
3. Family living, I think, is
4. Summer, in my opinion, is
5. dad, of course, will
6. not, in fact, keep
7. grades, for example, will
8. father, on the other hand, is
9. girl, I am sure, likes
10. Dad, I believe, that

Activity 44

Part 1

1. J Street, Stilwell, Oklahoma
2. 10, 1981, 3, 1981
3. Street, Perry, Oklahoma
4. San Jose, California, 12, 1980
5. Austin, Texas, after

6. Road, Keota, Oklahoma, Street, Miami, Florida
7. Company, Schenectady, New York, to
8. Company, Street, Athol, Massachusetts
9. 7, 1907, Oklahoma
10. Guthrie, Oklahoma, was

Activity 45

Part 1

1. Sis,
2. yours,
3. friend,
4. yours,
5. wishes,
6. Harry,
7. Alice,
8. Sincerely,
9. Sara,
10. Respectfully,

Activity 46

1. Smithson, M.D.
2. Davis, Ph.D., graduated
3. Criag, Sr., was
4. Watkins, Jr., was
5. Hammon, Sr.
6. Ferrara, M.D.
7. Crakenberry, Esq.
8. King, Jr., was
9. Waters, D.D.S.
10. Bailey, Jr.

Activity 47

Part 1

1. Bob, will
2. program, Janice, has
3. Nelson, may
4. telephone, Barbara
5. Linda, why
6. Anderson, the pictures were
7. remember, Patty, the
8. Mr. President, I
9. question, Anna
10. Teresa, please

Activity 48

Part 1

1. During the thunderstorm, lightning
2. After a good night's sleep, I
3. Because I enjoy shop, I
4. Although she likes candy, she
5. On a very clear day, the
6. If I were the principal, I
7. When the ice storm came, our
8. At the age of ten, I
9. As the librarian looked over his records, he
10. Behind the enormous desk, six-foot

Activity 49

1. well
2. well
3. badly
4. bad
5. good
6. well
7. well
8. Bad
9. badly
10. bad

Activity 50

1. supposed 2. ask
3. prejudiced 4. scientists
5. asks 6. used; prejudices
7. supposed 8. scientists
9. Prejudice 10. supposed; used

Activity 51

1. A 2. An 3. a 4. a
5. a 6. a 7. a 8. An
9. an 10. An

Activity 52

Part 1

1. hot, sudsy, the
2. hot, rinse, the
3. the, local, dishwasher
4. a, small, stiff, the, sticky
5. the, frozen, several
6. a, mixing, the, the, paint, smooth
7. Five, the, new
8. The, new, light, polyester
9. A, the, the, frozen
10. The, best, the, small, a
11. A, the, the, local, high
12. A, the, second, best
13. The, best, the
14. the, two, the, local
15. the, the, two, the, high
16. the, the, their, school, the, best
17. One, thirty-five, the, last, school
18. The, other, four, the, same, school
19. a, steady, consistent
20. The, four, school, the

Part 2

1. Five, new
2. The, five, new
3. the, class
4. a, good, an, excellent, a, good, an, excellent
5. The, tall, a, professional, football

6. six
7. a, leg, the, last
8. The, leg
9. long, involved, interesting, his, football]
10. His, the, interesting, some

Part 3

1. The, local, business, a, a, successful
2. an, after-dinner
3. his, the
4. his, best, high, school, their
5. seven
6. funny, his, many, long
7. his, the, local, the, local
8. The, appreciative, a, standing
9. The, local, business, a, gold
10. a, good

Activity 53

Part 1

1. doesn't
2. themselves
3. as if
4. himself
5. done
6. a lot
7. saw
8. all right
9. saw
10. brought

Part 2

1. brought
2. doesn't
3. himself
4. themselves
5. as if
6. seen
7. A lot; don't
8. all right; themselves
9. as if
10. saw; himself

Activity 54

Part 1

1. accept
2. accept
3. Except
4. except
5. effect
6. affected

10. among
11. among
12. Between
13. among
14. into
15. into

7. affect
8. effect
9. between
16. in
17. in
18. in

Part 2

1. have
2. have
3. have
4. their
5. there
6. there
7. They're
8. they're
9. their
10. their

Part 3

1. to
2. two
3. too
4. to
5. to
6. a
7. an
8. and
9. a
10. an

Part 4

1. It's
2. its
3. it's
4. Its
5. its
6. it's
7. its
8. its
9. it's
10. it's

Part 5

1. set
2. sits
3. sitting
4. set
5. sits
6. Let
7. let, sit
8. leave
9. let

Part 6

1. lying
2. lay
3. lay
4. lie
5. lain
6. laid
7. lie
8. lie
9. laid
10. Lay

Part 7

1. loose
2. raise
3. quit
4. quiet
5. lose
6. quite
7. rise
8. risen
9. Raise
10. rise

Activity 55

1. anywheres; Dad can't find his paintbrushes anywhere.
2. had; He ought to put them away after cleaning them.
3. at; Where will you be working when school is out.
4. before; I will be working before a crowd.
5. can't; I can't drive a nail straight.
6. behind; There is a switch behind that door.
7. from; Unload the lumber from the truck.
8. Because; Because you might fall, you ought not walk on the ledge.
9. That; That torch can cause you to be blind.
10. Correct
11. Correct
12. Now, Right now or Today; Today we can get money from the boss.
13. Everywhere; Everywhere we looked, we saw girls and boys cooking hamburgers.
14. held; We had no trouble finding where the cooking contest was held.
15. Correct
16. That; That girl will probably win this prize.
17. Correct
18. off; Take the pickles off my hamburger.
19. all fires; When the cookout was over, all fires were put out.
20. can hardly; We can hardly cause a forest fire.

Activity 56

Part 1

2, 3, 4, 6, 7, 9, 10, 11, 14, 18, 19

Part 2

1. After driving hundreds of miles.
2. Having finally made her selection.
3. Shopping for material.

4. Where we saw different types of fabric care labels.
5. When she warned the students of the fire.
6. In the hard dirt.
7. Before hanging the cabinets
8. Then to see our cousins.
9. Trying to learn a hobby.
10. The kind I like.

Activity 57

Part 1

1. houses. Every
2. criminals. They
3. clover. It
4. life. We
5. mountains. Smoke

Part 2

1. wall; everyone
2. door; the
3. separated; they
4. store; the
5. safety; we

Part 3

1. fascinating, *but*, or *and*
2. party, *but*, *and*, or *yet*
3. construction, *and*
4. do, *and*
5. call, *but*, *and*, or *yet*

Activity 58

Babies require a lot of **care/their** little tempers seem to flare when everything does not go their **way/no** matter how old they are, when their diapers are wet or not pinned just right, they become **angry/if** their food is too hot or too cold, they do not seem to be **satisfied/bottles** of milk have to be just the right temperature or they will reject **them/sleep** habits must be formed early, or baby will really be **cross/some** babies are irritable if they sleep too long or not long **enough/blankets** bother some babies; however, most like to cuddle and snuggle up to three blankets at a **time/toys** are, or should be, a baby's favorite item, but some toys are thrown over the of the playpen by even the youngest little critters.

Babies require a lot of care. Their little tempers seem to flare when everything does not go their way. No matter how old they are, when their diapers are wet or not pinned just right, they become angry. If their food is too hot or too cold, they do not seem to be satisfied. Bottles of milk have to be just the right temperature or they will reject them. Sleep habits must be formed early, or Baby will really be cross. Some babies are irritable if they sleep long or not long enough. Blankets bother some babies; however, most like to cuddle and snuggle up to three blankets at a time. Toys are, or should be, a baby's favorite item, but some toys are thrown over the of the playpen by even the youngest little critters.

Activity 64

1. 50
2. 37 1/2
3. 25
4. 5
5. 6 2/3
6. 25
7. 50
8. 28 4/7
9. 20
10. 70
11. 50%
12. 94%
13. 12 1/2%
14. 17%
15. 20%; 80% is needed to tile the room

Activity 65

1 900
2. 140
3. 50
4. 22
5. 320
6. 230
7. 275
8. 400
9. 48
10. 3000
11. 600 pounds
12. 3600 quarts
13. 1600 acres
14. 650 board feet
15. 40 games

Activity 66

1 2.16
2. .9
3. 32
4. 50
5. 43.18
6. 17.6
7. 1.03
8. 57
9. 16.4
10. 11.41
11. 12 boys
12. 1 pupil
13. $24
14. 600 people
15. 50 tickets
16. 15
17. 78 pupils
18. 16 games
19. 36 words
20. $73,269.49
21. 6 inches
22. 4 friends
23. no
24. 1020 pounds
25. 42 answers

Activity 67

1 all students are present
2. 14%
3. 86, 86%
9. 40%
10. 50%
11. 5%

4. 25%, 5%
5. 94%
6. 6, 6%
7. 89%
8. 94%
12. 38%
13. 25%
14. 60%
15. 7%

Activity 68

1. 225%
2. 26 2/3%
3. 53 1/3%
4. 10%
5. 30%
6. 40%
7. 15%
8. 20%
9. 650%
10. 33 1/3

Activity 69

1. $4,800.00
2. Food 15%
   House 17%
   Insurance 10%
   Car 14%
   Clothing 20%
   Savings 14%
   Miscellaneous 10%
3. Food 16%
   House 16%
   Insurance 12%
   Car 14%
   Clothing 20%
   Savings 12%
   Miscellaneous 10%

Activity 70

1. $60; $1060.00
2. $300; $2800.00
3. $39; $429.00
4. $44; $444.00
5. $525; $10,525.00
6. $2.50; $202.50
7. $11.25; $511.25
8. $396.00; $3996.00
9. $56.25; $1556.25
10. $26.00; $1326.00
11. $26.00; $676.00
12. $5.63; $455.63
13. $49.50; $709.50
14. $75.00; $1075.00
15. $400; $2900.00

16. $600 x 13% x 9/12

$600 x .13 x 3/4 or (.75)
$600 x .13 x .75 = $58.50
Interest = $58.50

17. $400 x 15% x 6/12
$400 x .15 x 1/2 or (.50)
$400 x .15 x .50 = $30
$400 + $30 = $430

18. $850 - $600 = $250
$250 x 16% x 6/12
$250 x .16 x .50 = $20
$250 + $20 = $270
Amount financed = $250.00
Total amount = $270.00

19. $2200 x 18% x 24/12
$2200 x .18 x 2 = $792
$2200 + $792 = $2992

20. $2800 x 16% x 12/12
$2800 x .16 x 1 = $448
$2800 + $448 = $3248

Activity 71

BANK STATEMENT (Back)

STATEMENT RECONCILIATION

THIS FORM IS PROVIDED TO HELP YOU BALANCE YOUR CHECKBOOK

PERIOD FROM 12-30 **TO** 1-30

STEP 1

Subtract the service charge shown on this statement from your current checkbook balance to arrive at your NEW CHECKBOOK BALANCE.

STEP 2

Remember to record any preauthorized or automatic transactions in your register.

STEP 3

Add any monthly interest paid to your balance on your register.

STEP 4

Check off in your checkbook all checks and deposits shown on this statement. IN THE SPACE PROVIDED AT RIGHT, LIST ANY CHECKS OUTSTANDING.

STEP 5

Complete the following to balance this statement to your new checkbook balance:

BANK BALANCE SHOWN ON THIS STATEMENT $----184.00-------

ADD DEPOSITS NOT CREDITED (if any) +---- 25.00--------

SUBTOTAL =----209.00--------

SUBTRACT CHECKS OUTSTANDING (if any) ----- 23.00--------

TOTAL =----186.00--------

LIST CHECKS OUTSTANDING	
227	13.00
229	10.00
TOTAL	$ 23.00

Activity 72

1. One (1) U.S. dollar =5.7200 French franc
   1.6800 German deutsche mark
   2682.00 Mexican peso
   1.1565 Canadian dollar
   145.40 Japanese yen
   673.11 South Korean won
   3.9860 Finnish markka
   1253.50 Italian lira
   25.87 Taiwanese dollar
   1.8950 Dutch guilder
2. 1 French franc = 0.1748 USD
   1 Australian dollar = 0.7917 USD
   1 Japanese yen = 0.006877 USD
   1 German deutsche mark = 0.5952 USD
   1 Singapore dollar = 0.5278 USD
   1 Colombian peso = 0.002339 USD
   1 Mexican peso = 0.0003728 USD
   1 Italian peso = 0.0007977 USD
   1 Taiwanese dollar = .038654 USD
   1 Brazilian cruzado = .07616 USD
3. 312.91 cruzado
4. 40.07 deutsche mark
5. 23.85 U.S. dollars
6. 23,605.86 U.S. dollars
7.

in 1983	3,725,000 pesos
in 1984	5,105,000 pesos
in 1985	6,900,000 pesos
in 1986	15,837,500 pesos
in 1987	31,475,000 pesos
in 1988	56,750,000 pesos
in 1989	61,500,000 pesos

Activity 73

1. 36.7° C
2. 100.6° F
3. 37.9° C
4. 103.1° F
5. 36.0° C
6. 99.1° F
7. The resident with a temperature of 38.5° C (equivalent to a temperature of 101.3° F).
8. Yes, the resident's temperature has increased from 98.6° F (37.0° C) to 99.8° F.

Activity 74

1. 1.38 gallons
2. 1.80 gallons

Activity 75

1. 60.00
2. 60.00
3. 120.00
4. 200.00
5. 120.00
6. 225.00
7. 60.00
8. 605.00
9. 10.00
10. 30.00
11. 50.00
12. 70.00
13. 80.00
14. 120.00
15. 50.00
16. 410
17. 12.00
18. 12.00
19. 50.4%
20. 34.2%
21. 1%
22. 10%
23. Mason could cut back on flexible expenses such as recreation, eating out, groceries and miscellaneous expenses. He could also put less in savings, or give less contributions.
24. Either savings or flexible expenses should be checked.
25. Answers may include: eat out less often; buy less expensive groceries; use cents-off coupons or buy only necessary items; take advantage of free entertainment activities; cut out clothing purchases; cut back on contributions and/or savings.

Activity 77

1. $55,000.00
2. $58,750.00
3. $138,125.00
4. No; $370.00
5. Yes; $733.33
6. Yes; Their joint income would allow for $1,078.33 to be spent on housing.
7. $300.00
8. $11,000 ($5.50 per hour times 40 hours per week times 52 weeks per year); 11,000 divided by 60 = $183.33

Activity 78

1. 0025 hours
2. 1518 hours
3. 1845 hours
4. 1237 hours
5. 0111 hours
6. 5:00 P.M.
7. 2:17 A.M.
8. 11:25 P.M.
9. 7:47 P.M.
10. 12:48 A.M.
11. 2200 hours
12. 0045 hours

Activity 79

1. a. 2 1/2 pounds or 40 oz.
   b. 10 c.
   c. 7 1/2 gal. or 30 qt.
   d. 20 pt.
2. a. 1 1/2 c.
   b. 1/2 T.
   c. 3/4 c. milk
   d. 1 t.
3. a. 1/2 c., 1/2 c., 1/4 t., 1/2 t., 1 1/2 eggs, 1/2 c.
   b. 3 c., 3 c., 1 1/2 t., 3 T.,9 eggs, 3 c.
4. a. 1000 ml = 1 l
   b. 700 ml
   c. 500 ml = 1/2 l
   d. 20 ml
   e. 1000 g = 1 kg
   f. 500 g
   g. 20 g

Activity 153

1. $260.00 2. $300.00 3. $120.00 4. $2,820.00
5. $3,500.00

Activity 154

1. a. 36
   b. $29.10
   c. $174.60
2. a. $152.00
   b. $150.00
   c. $169.20
   d. $158.00
   e. $152.80
   f. $151.60

3.

Number of Hours	Rate per Hour	Rate for Overtime	Regular Wages	Overtime Wages	Total Pay
50	$3.50	$5.25	$140.00	$52.50	$192.50
48	4.00	6.00	160.00	48.00	208.00
54	3.80	5.70	152.00	79.80	231.80
44	8.00	12.00	320.00	48.00	368.00
50	6.00	9.00	240.00	90.00	330.00
60	3.00	4.50	120.00	90.00	210.00
51	5.00	7.50	200.00	82.50	282.50
58	3.75	5.625	150.00	101.25	251.25
54	6.50	9.75	260.00	136.50	396.50
60	10.00	15.00	400.00	300.00	700.00

4.

Weekly Base Pay	Week's Sales	Rate of Commission on Sales	Total Pay
$75.00	$950.00	3%	$130.50
150.00	1800.00	10%	330.00
100.00	1200.00	30%	460.00
160.00	850.00	8%	228.00
120.00	800.00	12%	216.00
75.00	1000.00	5%	125.00
120.00	800.00	6%	168.00
160.00	750.00	15%	272.50
165.00	1000.00	8%	245.00
145.00	4500.00	5%	370.00

Activity 155

1. a. $301
   b. $117.25
   c. $401.50
   d. $347.75
2. $27.12
3. 4 gallons (You cannot purchase partial gallons of paint.)
4. a. Taxes $110.58 Net Pay $42.31
   b. Taxes $320.07 Net Pay $1280.28
   c. Taxes $198.31 Net Pay $793.23
5. 1 1/2 cups

Activity 156

1. $135.96
2. $384.96
3. $287, $63
4. $288, $18
5. $120
6. $10
7. $10, 33%
8. 33 1/3%
9. $119.99
10. $84.15

Activity 157

1. profit; $1,275.36
2. profit; $21,500.00
3. profit; $46,423.26
4. loss; $12,850.67
5. profit; $100,643.17

Activity 158

Selling Price

1. $21.00
2. $9.27
3. $26.00
4. $6.00
5. $49.50
6. $73.26
7. $110.40
8. $468.00
9. $86.25
10. $33.80
11. $109.61
12. $87.36
13. $91.25
14. $58.31
15. $31.59
16. $45.00
17. $98.44
18. $48.40
19. $84.80
20. $.38

Sale Price

1. $17.99
2. $38.79
3. $53.95
4. $23.99
5. $74.48
6. $283.14
7. $7.58
8. $523.50
9. $25.42
10. $41.85
11. $40.76
12. $4.76
13. $545.89
14. $552.64
15. $39.99

Activity 162

1. B
2. F
3. F
4. F
5. F
6. B
7. B
8. B
9. F
10. B
11. F
12. B
13. B
14. B
15. F

Activity 163

MONTH	LAST YEAR'S SALES	ANTICIPATED SALES	NEW AD BUDGET
January	$12,965.00	$13,613.00	$476.00
February	14,889.00	$15,633.00	$547.00
March	23,397.00	$24,567.00	$860.00
April	38,217.00	$40,128.00	$1,404.00
May	27,120.00	$28,476.00	$997.00
June	23,105.00	$24,260.00	$849.00
July	19,765.00	$20,753.00	$726.00
August	17,016.00	$17,867.00	$625.00
September	26,055.00	$27,358.00	$958.00
October	27,650.00	$29,033.00	$1,016.00
November	34,032.00	$35,734.00	$1,251.00
December	37,225.00	$39,086.00	$1,368.00

Activity 166

1. $7,500.00
2. 50
3. $150.00
4. 300 stores times $150.00 = $45,000.00. At 1% margin of profit$4,500,000.00 in sales.

Basic Skills Index

This index cross references the CIMC Basic Skills and the Applied Activities found in this book. The Applied Activities are listed by the number of the activity, not by page number.

Reading

Reading Comprehension

Gain factual information: Activity 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34, 58, 63, 77, 88, 92, 96, 100, 102, 104, 105, 107, 109, 110, 111, 112, 113, 114, 115, 116, 117, 123, 124, 125, 137, 145, 149, 150, 151, 152, 153, 164, 169, 170, 177, 188, 189, 190, 193, 196

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